



## ***Staff Performance Evaluation Plan Submission Coversheet*** ***SY 2020-2021***

**CONTEXT:** Indiana Code (IC) 20-28-11.5-8(d) requires each school corporation to submit its entire staff performance evaluation plan to the department (IDOE) and requires the IDOE to publish the plans on its website. This coversheet is meant to provide a reference for IDOE staff and key stakeholders to view the statutory- and regulatory-required components of staff performance evaluation plans for each school corporation.

Furthermore, in accordance with IC 20-28-11.5-8(d), a school corporation must submit its staff performance evaluation plan to the department for approval in order to qualify for any grant funding related to this chapter. Thus, it is essential that the reference page numbers included below clearly demonstrate fulfillment of the statutory (IC 20-28-11.5) and regulatory (511 IAC 10-6) requirements.

### ***INSTRUCTIONS:***

#### **Completion**

In the chart below, please type the reference the page numbers in your staff performance evaluation document which clearly display compliance with the requirements. If the plan contains multiple documents with duplicate page numbers, please refer to the documents by A, B, C, D, etc. with the page number following. For example: A-23, B-5, etc. Please note, your plan may include many other sections not listed below.

#### **Submission**

Once completed, please attach this coversheet to the staff performance evaluation plan document you will submit. The whole document needs to be combined into one continuous PDF for submission.

<b>School Corporation Name:</b>	North Spencer County School Corporation
<b>School Corporation Number:</b>	7385

Annual Evaluations			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input checked="" type="checkbox"/> Annual performance evaluations for each certificated employee	IC 20-28-11.5-4(c)(1)	Plan and metrics to evaluate <i>all</i> certificated employees, including teachers, administrators, counselors, principals and superintendents	4
Objective Measures of Student Achievement and Growth			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input checked="" type="checkbox"/> Objective measures of student achievement and growth significantly inform <i>all</i> certificated employees evaluations	IC 20-28-11.5-4(c)(2)	<ul style="list-style-type: none"> <li>Please indicate page numbers referencing the inclusion of objective measures of student achievement and growth in all certificated employee evaluations including but not limited to teachers, administrators, and superintendent</li> </ul>	96-125
<input checked="" type="checkbox"/> Student performance results from statewide assessments inform evaluations of employees whose responsibilities include teaching tested subjects	IC 20-28-11.5-4(c)(2)(A) 511 IAC 10-6-4(b)(1)	<ul style="list-style-type: none"> <li>Please note that per 511 IAC 10-6-4(b)(1), Individual Growth Measure (IGM) must be the primary measure for E/LA and math teachers in grades 4-8.</li> <li>For more information regarding IGM, click <a href="#">here</a>.</li> </ul>	96-125
<input checked="" type="checkbox"/> Methods of assessing student growth in evaluations of employees who do not teach tested subjects	IC 20-28-11.5-4(c)(2)(B) 511 IAC 10-6-4(b)(2) 511 IAC 10-6-4(b)(3)	Examples include: <ul style="list-style-type: none"> <li>Student Learning Objectives (SLOs), SMART goals</li> <li>Corporation- or classroom-level student learning measures for non-tested grades and subjects</li> <li>Other student learning measures for non-teaching staff</li> <li>School-wide learning measures (e.g., A-F accountability grade)</li> </ul>	96-125
Rigorous Measures of Effectiveness			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input checked="" type="checkbox"/> Rigorous measures of effectiveness, including observations and other performance indicators	IC 20-28-11.5-4(c)(3)	<ul style="list-style-type: none"> <li>Observation rubrics - for <i>all</i> certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator</li> <li>Other measures used for evaluations (e.g., surveys)</li> </ul>	19-37:41-48:137-142:147-157:168-177

Designation in Rating Category			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☒ A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective	IC 20-28-11.5-4(c)(4) 511 IAC 10-6-2(c)	<ul style="list-style-type: none"> <li>Definition of performance categories</li> <li>Summative scoring process that yields placement into each performance category</li> </ul>	125
☒ A definition of negative impact for certificated staff with statewide assessments ☒ A definition of negative impact for certificated staff without statewide assessments ☒ A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4(c)(6) 511 IAC 10-6-4(c)	<ul style="list-style-type: none"> <li>Definition of <b>negative impact</b> on student growth for grades and subjects measured <u>and</u> not measured by statewide assessments</li> <li>Description of the process for modifying a final summative rating for negative growth</li> <li>For more information regarding Negative Impact, click <a href="#">here</a>.</li> </ul>	120-125
☒ All evaluation components, including but not limited to student performance data and observation results, factored into the final summative rating	IC 20-28-11.5-4(c)(4)	<ul style="list-style-type: none"> <li>Summative scoring process that yields placement into each performance category</li> <li>Process for scoring student learning measures</li> <li>Weighting (broken down by percentage) of all evaluation components</li> </ul>	120-125
Evaluation Feedback			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☒ An explanation of evaluator's recommendations for improvement and the time in which improvement is expected	IC 20-28-11.5-4(c)(5) 511 IAC 10-6-5	<ul style="list-style-type: none"> <li>Process and timeline for delivering feedback on evaluations</li> <li>Process for linking evaluation results with professional development</li> </ul>	75-84
Evaluation Plan Discussion			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☒ Evaluation Plan must be in writing and explained prior to evaluations are conducted.	IC 20-28-11.5-4(e)(1) IC 20-28-11.5-4(e)(2)	<ul style="list-style-type: none"> <li>Process for ensuring the evaluation plan is in writing and will be explained to the governing body in a public meeting before the evaluations are conducted</li> <li>Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one</li> </ul>	2

Evaluators			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input checked="" type="checkbox"/> Only individuals who have received training and support in evaluation skills may evaluate certificated employees	IC 20-28-11.5-1 IC 20-28-11.5-5(b) IC 20-28-11.5-8(a)(1)(D)	<ul style="list-style-type: none"> <li>• Description of ongoing evaluator training</li> <li>• Description of who will serve as evaluators</li> <li>• Process for determining evaluators</li> </ul>	5
<input checked="" type="checkbox"/> Teachers acting as evaluators ( <i>optional</i> ) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities	IC 20-28-11.5-1(2) IC 20-28-11.5-1(3) 511 IAC 10-6-3	<ul style="list-style-type: none"> <li>• Description of who will serve as evaluators</li> <li>• Process for determining evaluators</li> </ul>	5
<input checked="" type="checkbox"/> All evaluators receive training and support in evaluation skills	IC 20-28-11.5-5(b) 511 IAC 10-6-3	Description of ongoing evaluator training	5
Feedback and Remediation Plans			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input checked="" type="checkbox"/> All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6(a)	System for delivering summative evaluation results to employees	120-125
<input checked="" type="checkbox"/> Remediation plans assigned to teachers rated as ineffective or improvement necessary	IC 20-28-11.5-6(b)	<ul style="list-style-type: none"> <li>• Remediation plan creation and timeframe</li> <li>• Process for linking evaluation results with professional development</li> </ul>	75-84
<input checked="" type="checkbox"/> Remediation plans include the use of employee's license renewal credits	IC 20-28-11.5-6(b)	Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation	75-84
<input checked="" type="checkbox"/> Means by which teachers rated as ineffective can request a private conference with the superintendent	IC 20-28-11.5-6(c)	Process for teachers rated as ineffective to request conference with superintendent	75-84
Instruction Delivered by Teachers Rated Ineffective			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input checked="" type="checkbox"/> The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective	IC 20-28-11.5-7(c)	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	16
<input checked="" type="checkbox"/> The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable	IC 20-28-11.5-7(d)	Description of how parents will be informed of the situation	16

NORTH SPENCER COUNTY SCHOOL CORPORATION

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# North Spencer County School Corporation-RISE

**A Guide to Professional Growth and Evaluation**

NORTH SPENCER COUNTY SCHOOL CORPORATION

**Board of Education**

Lori Gogel  
Brian Gehlhausen  
David Waninger

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**Professional Evaluation and Growth Plan Committee**

Chad Schnieders	Principal	Heritage Hills Middle School
Dan Scherry	Superintendent	North Spencer County School Corp.
Heather Sisley	Teacher	Chrisney Elementary
Janet Stoermer	Teacher	Nancy Hanks Elementary/Chrisney
Jeff Cochren	Principal	Heritage Hills High School
Jennifer Jazyk	Director of Learning	North Spencer County School Corp.
Jody Schmitt	Principal	Nancy Hanks Elementary
Lynn Keller	Teacher	David Turnham Education Center
Molly Fischer	Teacher	Heritage Hills High School
Ray Kaetzel	Teacher	Heritage Hills Middle School
Todd Wilkerson	Guid. Couns./ISTA Pres.	Heritage Hills High School
Traci Porter	Teacher	Lincoln Trail Elementary
Veronica Hobbs	UNISERV Director	Indiana State Teachers Association

# NORTH SPENCER COUNTY SCHOOL CORPORATION

3720E SR 162  
P.O. Box 316  
Lincoln City, Indiana 47552

## NSCSC *RISE*

### A Guide To Professional Growth and Evaluation

I have received this plan. \_\_\_\_\_ (     ) initial here

\_\_\_\_\_  
Staff Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

I have been trained in the plan. \_\_\_\_\_ (     ) initial here

\_\_\_\_\_  
Staff Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

*“ To be a passionate teacher is to be someone in love with a field of knowledge, deeply stirred by issues and ideas that challenge our world, drawn to the dilemmas and potentials of the young people who come into class each day-or captivated by all of these. A passionate teacher is a teacher who breaks out of the isolation of the classroom, who refuses to submit to apathy or cynicism... Only when teachers bring their passions about learning and about life into their daily work can they dispel the fog of passive compliance or active disinterest that surrounds so many students...”*

*-Robert L. Freid, **The Passionate Teacher: A Practical Guide** (1995)*



# **North Spencer County School Corporation RISE**

## **Vision**

North Spencer County School Corporation provides inviting and challenging learning opportunities for everyone.

## **Mission**

As a community, The North Spencer County School Corporation pledges to:

- Ensure a safe and inviting environment.
- Provide programs and activities that meet the needs of all students.
- Employ, develop, and keep the highest quality employees.
- Involve community members as active partners.

To this mission we commit our resources.

## **Purpose**

The primary purpose of evaluation in the North Spencer County School Corporation is to improve and advance student learning. The performance of all professional staff will be assessed for the purpose of reinforcing good practices, identifying areas for growth, and establishing goals for effective practice. While the plan is a legal document with respect to the hiring and termination process, its more important purpose is to build a culture of professionalism and trust in which committed teachers continually add to and refine their repertoire of skills in collaboration with both their colleagues and evaluator.

Professional growth is an ongoing active process through collaborative efforts that includes goal-setting, self-evaluation, and reflection. This process will result in evidence of personal and professional growth while reflecting the common goals of the district and individual school community.

## **Core Beliefs**

- **Nothing we can do for our students matters more than giving them effective teachers.**

Without effective evaluation systems, we can't identify and retain excellent teachers, provide useful feedback and support, or intervene when necessary. When teachers succeed students succeed.

- **Teachers deserve to be treated like professionals.**

NSCSC RISE gives teachers regular feedback on their performance, opportunities for professional growth, and recognition for exceptional work. This tool provides fair, accurate, and consistent evaluations based on multiple factors.

- **A new evaluation system will make a positive difference in teachers' everyday lives.**

Teachers can expect evidence-based, constructive feedback, tailored to the individual needs of their classrooms and students. Teacher and principals will communicate successes and areas of improvement regularly, set professional goals, and create an individualized development plan to meet those goals.

## **Traveling Teacher Procedure**

Administrators in buildings sharing a traveling teacher will determine the primary and secondary evaluator.

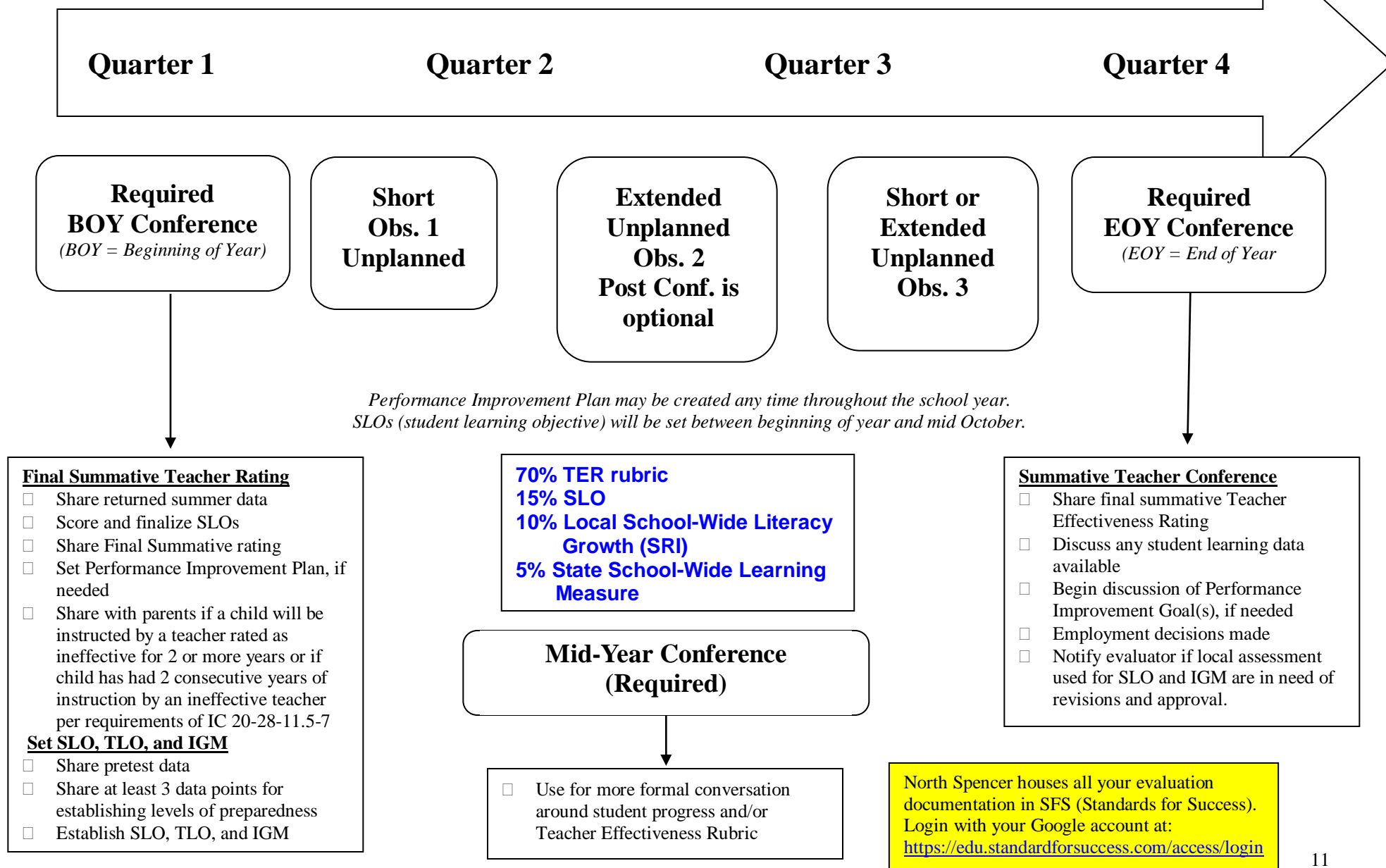
## **Training for Staff Responsible for Evaluation**

The North Spencer County School District agrees that any successful evaluation system must provide for training administrators in understanding and implementing the NSCSC RISE evaluation tool. Ongoing training and support in evaluation skills will provide the administrators with a clear sense of the competencies in each domain. Other areas of training in the plan will include principal observation skills, artifact and document analysis, portfolio use, conferencing and mentoring skills, and Performance Improvement Plan development and implementation, as well as in providing verbal feedback to the teacher being evaluated. Training will be ongoing and occur annually. The training program will incorporate mechanisms to ensure evaluators validity, reliability, and consistency in collecting and using evidence when applying the evaluation system.

## **Teacher Orientation to the Teacher Evaluation Plan**

Training in the NSCSC RISE rubric will take place with all certified staff. When beginning teachers or teachers new to the district are hired, a teacher orientation will be held at the building or corporation level. The principal will provide all new staff with the document and go through the plan with the new staff to ensure clear understanding of the process during the orientation.

Observations and conferences occur frequently throughout the school year to provide feedback and identify strengths and improvement areas.



## Teacher Status

### Established

All teachers under contract prior to July 1, 2020 will begin the 2020-2021 school year as an established teacher.

### Probationary

Teachers hired on or after July 1, 2020 have probationary status.

Probationary teachers EARN professional status through pattern of effectiveness (3 effective or highly effective in any 5 year period).

All certified staff, defined by state law as a teacher, will be evaluated on a yearly basis.

### Matrix Relating Performance to Status Changes

		STATUS		
		PROBATIONARY	PROFESSIONAL	ESTABLISHED
		Any new teacher hired after July 1, 2020		ALL current teachers as of July 1, 2020
PERFORMANCE RATINGS	HIGHLY EFFECTIVE	When rated <i>highly effective</i> or <i>effective</i> for three of five years, teacher will move to <i>professional</i> .	Remains at the <i>professional</i> level.	Remains at the <i>established</i> level.
	EFFECTIVE	When rated <i>highly effective</i> or <i>effective</i> for three of five years, teacher will move to <i>professional</i> .	Remains at the <i>professional</i> level.	Remains at the <i>established</i> level.
	IMPROVEMENT NECESSARY	Two <b>consecutive</b> may lead to dismissal.	Remains at the professional level. Any combination of three <i>improvement necessary</i> or <i>ineffective</i> ratings within five years may lead to dismissal for incompetence.	Remains at the <i>established</i> level. Any combination of three <i>improvement necessary</i> or <i>ineffective</i> ratings within five years may lead to dismissal for incompetence.
	INEFFECTIVE	May be dismissed.	Moves back to <i>probationary</i> after one ineffective rating.	Remains at the <i>established</i> level. Any combination of three <i>improvement necessary</i> or <i>ineffective</i> ratings within five years may lead to dismissal. (Two <b>consecutive ineffective</b> ratings may also lead to dismissal.)

## RISE Components

### Overview of Components

Every teacher is unique, and the classroom is a complex place. RISE relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. All teachers will be evaluated on two major components:

**Component 1-Professional Practice** – Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Indiana Teacher Effectiveness Rubric (Appendix). All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism.

**Component 2-Student Learning** – Teachers' contribution to student academic progress, assessed through multiple measures of student academic achievement and growth, including Indiana Growth Model data as well as progress towards specific Student Learning Objectives using state-, corporation-, or school-wide assessments.

### Component 1: Professional Practice

#### Indiana Teacher Effectiveness Rubric: Background and Context

The Teacher Effectiveness Rubric was developed for three key purposes:

- 1. To shine a spotlight on great teaching:** The rubric is designed to assist principals in their efforts to increase teacher effectiveness, recognize teaching quality, and ensure that all students have access to great teachers.
- 2. To provide clear expectations for teachers:** The rubric defines and prioritizes the actions that effective teachers use to make gains in student achievement.
- 3. To support a fair and transparent evaluation of effectiveness:** The rubric provides the foundation for accurately assessing teacher effectiveness along four discrete ratings.

While drafting the Teacher Effectiveness Rubric, the RISE development team examined teaching frameworks from numerous sources, including:

- ☐ Charlotte Danielson's *Framework for Teachers*
- ☐ Iowa's *A Model Framework*
- ☐ KIPP Academy's *Teacher Evaluation Rubric*
- ☐ Robert Marzano's *Classroom Instruction that Works*
- ☐ Massachusetts' *Principles for Effective Teaching*
- ☐ Kim Marshall's *Teacher Evaluation Rubrics*
- ☐ National Board's *Professional Teaching Standards*
- ☐ North Carolina's *Teacher Evaluation Process*
- ☐ Doug Reeves' *Unwrapping the Standards*
- ☐ Research for Bettering Teaching's *Skillful Teacher*
- ☐ Teach For America's *Teaching as Leadership Rubric*
- ☐ Texas' *TxBess Framework*
- ☐ Washington DC's *IMPACT Performance Assessment*
- ☐ Wiggins & McTighe's *Understanding by Design*

In reviewing the current research during the development of the teacher effectiveness rubric, the goal was not to create a teacher evaluation tool that would try to be all things to all people. Rather, the rubric focuses on evaluating teachers' primary responsibility: engaging students in rigorous academic content so that students learn and achieve. As such, the rubric focuses on evaluating the effectiveness of instruction, specifically through observable actions in the classroom.

## **Teacher Effectiveness Rubric: Overview**

The primary portion of the Teacher Effectiveness Rubric consists of three domains and 19 competencies.

### **Domain 1: Planning**

- 1.1 Utilize Assessment Data to Plan
- 1.2 Set Ambitious and Measurable Achievement Goals
- 1.3 Develop Standards-Based Unit Plans and Assessments
- 1.4 Create Objective-Driven Lesson Plans and Assessments
- 1.5 Track Student Data and Analyze Progress

### **Domain 2: Instruction**

- 2.1 Develop Student Understanding and Mastery of Lesson Objectives
- 2.2 Demonstrate and Clearly Communicate Content Knowledge to Students
- 2.3 Engage Students in Academic Content
- 2.4 Check for Understanding
- 2.5 Modify Instruction as Needed
- 2.6 Develop Higher Level of Understanding Through Rigorous Instruction and Work
- 2.7 Maximize Instructional Time
- 2.8 Create Classroom Culture of Respect and Collaboration

### **Domain 3: Leadership**

- 3.1 Contribute to School Culture
- 3.2 Collaborate with Peers
- 3.3 Seek Professional Skills and Knowledge
- 3.4 Advocate for Student Success
- 3.5 Engage Families in Student Learning

In addition to these three primary domains, the Teacher Effectiveness Rubric contains a fourth domain, referred to as Core Professionalism, which reflects the non-negotiable aspects of a teacher's job.

### **Domain IV**

The Core Professionalism domain has four criteria:

- ☐ Attendance
- ☐ On-Time Arrival
- ☐ Policies and Procedures
- ☐ Respect

*\* The above overview includes all professional staff who provide instruction.*

## Performance Level Ratings

Each teacher will receive a rating at the end of the school year in one of four performance levels:

- **Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The highly effective teacher's students, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Effective:** An *effective* teacher consistently meets expectations. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The effective teacher's students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Improvement Necessary:** A teacher who is rated as *improvement necessary* requires a change in performance before he/she meets expectations. This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a teacher rated improvement necessary have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Ineffective:** An *ineffective* teacher consistently fails to meet expectations. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

## **Teacher Effectiveness Rubric: Scoring**

Teachers will be evaluated and scored on a minimum of three observations during the course of the year. Evaluations will consist of a minimum of one extended observations (class period) and a minimum of two short observations (minimum of 10 minutes). Extended observations will occur mid-year (December-February). Written feedback will be provided within 5 school day of the extended feedback. On short observation, written feedback will occur within 2 school days. All observations are to provide feedback and identify strengths and improvement areas. Rubric scoring on the observed competencies will not occur after each observation; a final performance rating covering all competencies will be obtained at the end of the year summative teacher conference.

Observations may be conducted by a primary or a secondary evaluator. The primary evaluator is responsible for at least one short and one extended observation.

During the observation the evaluator will take evidence-based notes (factual description of what is seen and heard), writing specific instances of what the teacher and students said and did in the classroom. The evidence that evaluators record during the observation should be non-judgmental, but instead reflect a clear and concise account of what occurred in the classroom. The difference between evidence and judgment is highlighted below.

When efforts to improve areas in need of improvement through ongoing conferences and observations are not successful, a Performance Improvement Plan (PIP) will be created. This may occur any time throughout the year.

When setting performance goals within the Performance Improvement Plan (PIP), the teacher will use relevant student learning data, evaluation feedback and previous professional development to establish professional growth goals to be completed within a 90 day cycle. Each of the goals is important but should be ranked in order of priority. Goals and action steps must be approved by administrator.

Progress towards goals is formally observed and/or discussed at a minimum of 3 follow-up conferences at which point the evaluator and teacher discuss performance thus far and adjust goals as necessary.

Teachers with a Performance Improvement Plan are required to use license renewal credits for professional development activities.

(See Appendix)



## Evidence vs. Judgment

Evidence	Judgment
<p>(9:32 am) Teacher asks: Does everyone understand? (3 Students nod yes, no response from others) Teacher says: Great, let's move on</p> <p>(9:41 am) Teacher asks: How do we determine an element? (No student responds after 2 seconds) Teacher says: By protons, right?</p>	<p>The teacher doesn't do a good job of making sure students understand concepts.</p>
<p>Teacher to Student 1: "Tori, will you explain your work on this problem?" (Student explains work.) Teacher to Student 2: "Nick, do you agree or disagree with Tori's method?" (Student agrees) "Why do you agree?"</p>	<p>The teacher asks students a lot of engaging questions and stimulates good classroom discussion.</p>

After the observation, the evaluator should take these notes and match them to the appropriate indicators on the rubric in order to provide the teacher with rubric-aligned feedback.

## Mapping Evidence to Indicators

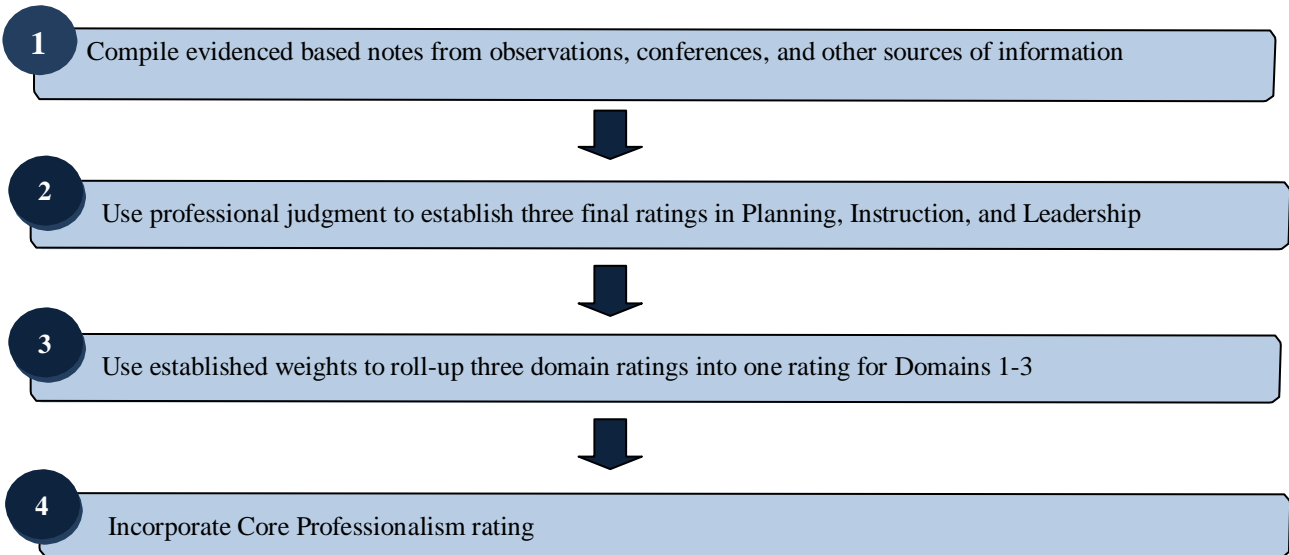
Evidence	Indicator
<p>(9:32 am) Teacher asks: Does everyone understand? (3 Students nod yes, no response from others) Teacher says: Great, let's move on</p> <p>(9:41 am) Teacher asks: How do we determine an element? (No student responds after 2 seconds) Teacher says: By protons, right?</p>	<p>Competency 2.4: Check for Understanding Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. (Ineffective)</p>

Teacher to Student 1: "Tori, will you explain your work on this problem?" (Student explains work.)  
Teacher to Student 2: "Nick, do you agree or disagree with Tori's method?" (Student agrees.) "Why do you agree?"

Competency 2.6: Develop Higher Level of Understanding through Rigorous Instruction and Work

Teacher frequently develops higher-level understanding through effective questioning. (Effective)

**The final teacher effectiveness rating will be calculated by the evaluator in a four step process**



Each step is described in detail below.

**1 Compile evidenced based notes from observations, conferences, and other sources of information.**

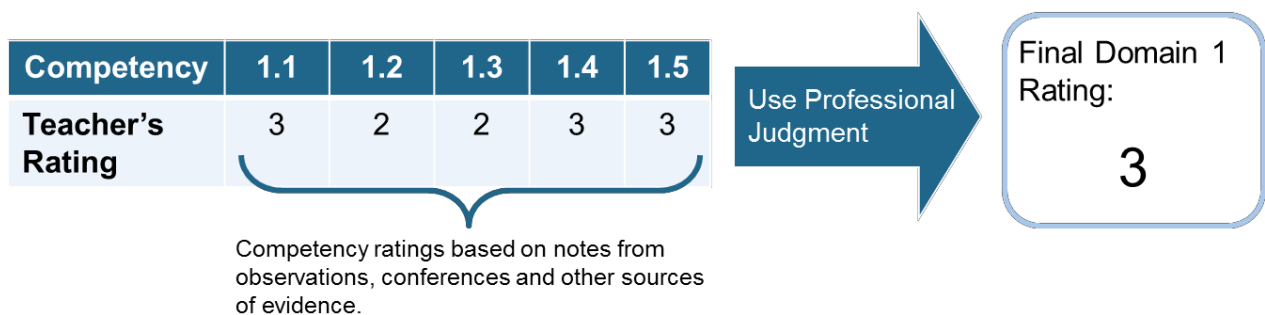
Primary evaluators will collect a body of information representing teacher practice from throughout the year. Not all of this information will necessarily come from the same evaluator, but it is the responsibility of the assigned primary evaluator to gather information from every person that observed the teacher during that year to determine the Teacher Effectiveness Rating (TER). In addition to notes from observations and conferences, evaluators may also have access to materials provided by the teacher, such as lesson plans, student work, parent/teacher communication, etc.

## 2

## Use professional judgment to establish three, final ratings in Planning, Instruction, And Leadership

After collecting information, the primary evaluator must assess where the teacher falls within each competency. Using all notes, the evaluator should assign each teacher a rating in every competency on the rubric. Next, the evaluator uses professional judgment to assign a teacher a rating in each of the first three domains. It is not recommended that the evaluator average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for teachers in different contexts and how teachers have evolved over the course of the year. The final, three domain ratings should reflect the body of information available to the evaluator. In the summative teacher conference, the evaluator should discuss the ratings with the teacher, using the information collected to support the final decision. The figure below provides an example of this process for Domain 1.

**Example of competency ratings for domain 1 and the final domain rating.**



At this point, each evaluator should have ratings in the first three domains that range from 1 (Ineffective) to 4 (Highly Effective).

	D1: Planning	D2: Instruction	D3: Leadership
Final Ratings	3 (E)	2 (IN)	3 (E)

**Scoring Requirement:** Planning and instruction go hand-in-hand. Therefore, if a teacher scores a 1 (I) or 2 (IN) in Instruction, he or she cannot receive a rating of 4 (HE) in Planning.

## 3

### Use established weights to roll-up three domain ratings into one rating for domains 1-3

At this point, each of the three final domain ratings is weighted according to importance and summed to form one rating for domains 1-3. As described earlier, the creation and design of the rubric stresses the importance of observable teacher and student actions. These are reflected in Domain 2: Instruction. Good instruction and classroom environment matters more than anything else a teacher can do to improve student outcomes. Therefore, the Instruction Domain is weighted significantly more than the others, at 75%. Planning and Leadership are weighted 10% and 15% respectively.

	Rating (1-4)	Weight	Weighted Rating
<b>Domain 1: Planning</b>	3	10%	0.3
<b>Domain 2: Instruction</b>	2	65%	1.5
<b>Domain 3: Leadership</b>	3	25%	0.45
	<b>Final Score</b>		<b>2.25</b>

The calculation here is as follows:

- 1) Rating x Weight = Weighted Rating
- 2) Sum of Weighted Ratings = Final Score

## 4

### Incorporate Core Professionalism

At this point, the Teacher Effectiveness Rubric rating is close to completion. Evaluators now look at the fourth domain: Core Professionalism. As described earlier, this domain represents non-negotiable aspects of the teaching profession, such as on-time arrival to school and respect for colleagues. This domain only has two rating levels: Does Not Meet Standard and Meets Standard. The evaluator uses available information and professional judgment to decide if a teacher has not met the standards for any of the four indicators. If a teacher has met standards in each of the four indicators, the score does not change from the result of step 3 above. If the teacher did not meet standards in *at least one* of the four indicators, he or she automatically has a 1 point deduction from the final score in step 3.

Outcome 1: Teacher meets all Core Professionalism standards. Final Teacher Effectiveness Rubric Score = 2.25

Outcome 2: Teacher does not meet all Core Professionalism standards. Final Teacher Effectiveness Rubric Score (2.25-1) = 1.25

The final Teacher Effectiveness Rubric score is then combined with the scores from the teacher's student learning measures in order to calculate a final rating. Details of this scoring process are provided in the Summative Teacher Evaluation Scoring section.

**Scoring Requirement:** 1 is the lowest score a teacher can receive in the RISE system. If, after deducting a point from the teacher's final Teacher Effectiveness Rubric score, the outcome is a number less than 1, then the evaluator should replace this score with a 1. For example, if a teacher has a final rubric score. 1.75, but then loses a point because not all of the core professionalism standards were met, the final rubric score should be 1 instead of 0.75

# Summative Teacher Conference

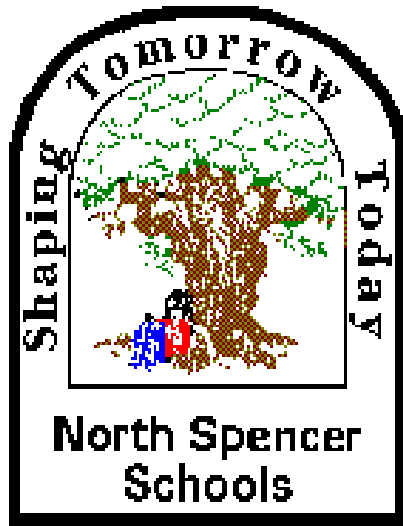
## END OF ACADEMIC YEAR (MAY)

- **Hold end-of-year conferences with employees who have shown a record of effectiveness who will have a continuing contract.** Discuss the evaluation evidence collected via observations throughout the year as well as any initial student learning data. Evaluators will not have all the evidence necessary to form a summative rating, but based on observations, there will be ample material with which to have a productive discussion. This conference allows teachers to end the school year with a strong sense of their current performance as well as general ideas for improvement in the coming year.
- **Hold end-of-year conferences with those employees who are eligible for cancellations or nonrenewal of contracts due to reductions in force, probationary status, or incompetence\*.** Although summative ratings will likely not be available, evaluators should use the most complete and accurate information in hand that paints a picture of teacher effectiveness for the year. Any decisions should be based on a body of evidence collected over time as well as on the evaluator's best professional judgment.
- If a teacher is in danger of dismissal, and all evidence collected thus far points to a poor rating, it is recommended that evaluators have these conversations with teachers in the spring, counsel out employees, or notify them of non-continuance. Evaluators will not have summative ratings at this point, but they will have evidence collected throughout the year and established patterns of poor performance from the previous year, including (but not limited to) the following: observation notes, student data (formative and summative throughout the year), student work, lesson plans, and other assessments.

To maintain strong instructional teams for their schools, it is critical for principals to make tough employment decisions in the spring, even in the absence of summative ratings. Given that the best pool of applicants for new teachers is available in the spring, principals cannot afford to wait until August to make those decisions and risk hiring from a weaker pool of applicants.

\* Note on "incompetence": IC 20-28-7.5-1(e)(4) permits a corporation to immediately terminate a teacher contract for "incompetence." Incompetence includes (but is NOT limited to) a teacher's receipt of ineffective designations on two consecutive performance evaluations (IC 20-28-7.5-1(e)(4)(A)) or an ineffective designation or improvement necessary rating in three years of any five year period (IC 20-28-7.5-1(e)(4)(B)).

- Per requirements of IC 20-28-11.5-7 a teacher rated as ineffective will be notified of the procedures to inform parents in the event that a student is assigned to consecutive teachers rated as ineffective or if a student has been instructed by two consecutive years by two teachers rated as ineffective.



# **NORTH SPENCER COUNTY SCHOOL CORPORATION-*Rise***

EVALUATION AND DEVELOPMENT SYSTEM

TEACHER EFFECTIVENESS RUBRIC

This version of the rubric has been formatted for use in North Spencer School Corporation.

# North Spencer County School Corporation-RISE Teacher Evaluation

## DOMAIN 1: PURPOSEFUL PLANNING

Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	<b>Utilize Assessment Data to Plan</b>	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding <b>including strategies that require student use of technology as a learning tool.</b>	Teacher uses prior assessment data to formulate: - Achievement goals, unit plans, AND lesson plans	Teacher uses prior assessment data to formulate: - Achievement goals, unit plans, OR lesson plans, but not all of the above	Teacher rarely or never: - uses prior assessment data when planning
1.2	<b>Set Ambitious and Measurable Achievement Goals</b>	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Plans an annual student achievement goal that is 1) <u>Measurable</u> 2) <u>Aligned to content standards</u> 3) <u>Includes benchmarks to monitor learning and interventions</u> 4) <u>Goes beyond standards</u>	Teacher develops an annual student achievement goal that is: - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year	Teacher develops an annual student achievement goal that is: - Measurable <b>The goal may not:</b> - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions throughout the year	Teacher rarely or never develops achievement goals for the class:  -OR goals are developed, but are extremely general and not helpful for planning purposes
1.3	<b>Develop Standards-Based Unit Plans and Assessments</b>	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) - Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit	Based on achievement goals, teacher plans units by: - Identifying content standards that students will master in each unit - Creating assessments before each unit begins for backwards planning - Allocating an instructionally appropriate amount of time for each unit	Based on achievement goals, teacher plans units by: - Identifying content standards that students will master in each unit  <b>Teacher may not:</b> - Create assessments before each unit begins for backwards planning - Allocate an instructionally appropriate amount of time for each unit	Teacher rarely or never plans units by identifying content standards that students will master in each unit: - OR there is little to no evidence that teacher plans units at all.

Special Education Notes:

1.1 Uses multiple assessments to determine PLOP. - Effective

1.2 Needs defined in PLOP are aligned to goals. – Effective

1.3 IEP goals aligned to state standards. - Effective

1.4	<b>Create Objective-Driven Lesson Plans and Assessments</b>	<p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>- Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction and consistently utilizes technology as an integral learning tool when applicable</li> <li>- Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction</li> </ul>	<p><b>Based on unit plan, teacher plans daily lessons by:</b></p> <ul style="list-style-type: none"> <li>- Identifying lesson objectives that are aligned to state content standards.</li> <li>- Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives, including strategies that utilize technology as an integral learning tool when applicable</li> <li>- Designing formative assessments that measure progress towards mastery and inform instruction</li> </ul>	<p><b>Based on unit plan, teacher plans daily lessons by:</b></p> <ul style="list-style-type: none"> <li>- Identifying lesson objectives that are aligned to state content standards</li> <li>- Matching instructional strategies and activities/assignments to the lesson objectives.</li> </ul> <p><b>Teacher may not:</b></p> <ul style="list-style-type: none"> <li>- Design assignments that are meaningful or relevant</li> <li>- Plan formative assessments to measure progress towards mastery or inform instruction.</li> <li>- utilize technology as an integral learning tool</li> </ul>	<p><b>Teacher rarely or never plans daily lessons:</b></p> <p>-OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.</p>
1.5	<b>Track Student Data and Analyze Progress</b>	<p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>- Uses checks for understanding for additional data points</li> <li>- Updates tracking system</li> <li>- Uses data analysis of student progress to drive lesson planning</li> </ul>	<p><b>Teacher uses an effective data tracking system for:</b></p> <ul style="list-style-type: none"> <li>- Recording student assessment/ progress data</li> <li>- Analyzing student progress towards mastery and planning future lessons/units accordingly</li> <li>- Maintaining a grading system aligned to student learning goals</li> </ul>	<p><b>Teacher uses an effective data tracking system for:</b></p> <ul style="list-style-type: none"> <li>- Recording student assessment/ progress data</li> <li>- Maintaining a grading system</li> </ul> <p><b>Teacher may not:</b></p> <ul style="list-style-type: none"> <li>- Use data to analyze student progress towards mastery or to plan future lessons/units</li> <li>- Have grading system that appropriately aligns with student learning goals</li> </ul>	<p><b>Teacher rarely or never uses a data tracking system to record student assessment/progress data:</b></p> <p>-and/or has no discernable grading system</p>

Special Education Notes:

1.4 Instruction based on IEP goals and Evidence that the IEP is being implemented across all settings. – Effective

1.5 Teacher monitors progress on goals. Services are implemented as identified in IEP. - Effective



# North Spencer County School Corporation-RISE Teacher Evaluation

## DOMAIN 2: EFFECTIVE INSTRUCTION

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.1:</b>	<b>Teacher is highly effective at developing student understanding and mastery of lesson objectives</b>	<b>Teacher is effective at developing student understanding and mastery of lesson objectives</b>	<b>Teacher needs improvement at developing student understanding and mastery of lesson objectives</b>	<b>Teacher is ineffective at developing student understanding and mastery of lesson objectives</b>
<b>Develop student understanding and mastery of lesson objectives</b>	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Students can explain what they are learning and why it is important, beyond repeating the stated objective based on developmental appropriateness</li> <li>- Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson</li> <li>- Objective is written in a student-friendly manner and/or explained to students in easy- to- understand terms</li> <li>- Importance of the objective is explained so that students understand why they are learning what they are learning</li> <li>- Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students</li> <li>- Lesson is well-organized to move students towards mastery of the objective</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable</li> <li>- Objective is stated, but not in a student-friendly manner that leads to understanding</li> <li>- Teacher attempts explanation of importance of objective, but students fail to understand</li> <li>- Lesson generally does not build on prior knowledge of students or students fail to make this connection</li> <li>- Organization of the lesson may not always be connected to mastery of the objective</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson.</li> <li>- There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students.</li> <li>- Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important.</li> <li>- There may be no effort to connect objective to prior knowledge of students</li> <li>- Lesson is disorganized and does not lead to mastery of objective.</li> </ul>

Notes:

1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).
2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various “centers”, early-childhood inquiry-based lesson, etc). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

Special Education Notes:

- 2.1 Lesson plan that incorporates differentiated instruction for all levels of instruction/needs. Clearly identified objective. TOR identifies relationship between lesson and IEP goals.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.2:	Teacher is highly effective at demonstrating and clearly communicating content knowledge to students	Teacher is effective at demonstrating and clearly communicating content knowledge to students	Teacher needs improvement at demonstrating and clearly communicating content knowledge to students	Teacher is ineffective at demonstrating and clearly communicating content knowledge to students
Demonstrate and Clearly Communicate Content Knowledge to Students	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding</li> <li>- Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest</li> <li>- Teacher restates and rephrases instruction in multiple ways to increase understanding through a wide range of techniques including information and communication technology</li> <li>- Explanations spark student excitement and interest in the content</li> <li>- Students participate in each others' learning of content through collaboration during the lesson</li> <li>- Students ask higher-order questions and make connections independently, demonstrating that they understand the</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher demonstrates content knowledge and delivers content that is factually correct</li> <li>- Content is clear, concise and well-organized</li> <li>- Teacher restates and rephrases instruction in multiple ways to increase understanding</li> <li>- Teacher emphasizes key points or main ideas in content</li> <li>- Teacher uses developmentally appropriate language and explanations</li> <li>- Teacher implements relevant instructional strategies learned via professional development</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher delivers content that is factually correct</li> <li>- Content occasionally lacks clarity and is not as well organized as it could be</li> <li>- Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding</li> <li>- Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways</li> <li>- Explanations sometimes lack developmentally appropriate language</li> <li>- Teacher does not always implement new and improved instructional strategies learned via professional development</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher may deliver content that is factually incorrect</li> <li>- Explanations may be unclear or incoherent and fail to build student understanding of key concepts</li> <li>- Teacher continues with planned instruction, even when it is obvious that students are not understanding content</li> <li>- Teacher does not emphasize main ideas, and students are often confused about content</li> <li>- Teacher fails to use developmentally appropriate language</li> <li>- Teacher does not implement new and improved instructional strategies learned via professional development</li> </ul>

Notes:

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.
2. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this competency.
3. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.3:</b>	<b>Teacher is highly effective at engaging students in academic content</b>	<b>Teacher is effective at engaging students in academic content</b>	<b>Teacher needs improvement at engaging students in academic content</b>	<b>Teacher is ineffective at engaging students in academic content</b>
<b>Engage students in academic content</b>	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Teacher provides ways to engage with content that significantly promotes student mastery of the objective</li> <li>- Teacher provides differentiated ways of engaging with content specific to student needs</li> <li>- The lesson progresses at an appropriate pace so that students are all engaged, and students who finish early have something else meaningful to do</li> <li>-Teacher integrates technology as a tool to engage students in academic content in order to learn, think critically, collaborate, and communicate learning.</li> </ul>	<ul style="list-style-type: none"> <li>-3/4 or more of students are actively engaged in content at all times and not off-task</li> <li>- Teacher provides multiple ways, as appropriate, of engaging with content, almost all aligned to the lesson objective</li> <li>- Teacher provides ways of engaging with content reflecting student differences</li> <li>- Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged</li> <li>-Teacher integrates technology as a tool to engage students in academic content</li> <li>- ELL and IEP students have the appropriate accommodations to be engaged in content</li> <li>- Students work hard and are active rather than passive/receptive (See Notes below for specific evidence of engagement)</li> </ul>	<ul style="list-style-type: none"> <li>- Fewer than 3/4 of students are engaged in content and many are off-task</li> <li>- Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content</li> <li>- Teacher may miss opportunities to provide ways of differentiating content for student differences</li> <li>- Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to adjust instruction for these students is limited or not always effective</li> <li>- ELL and IEP students are sometimes given appropriate accommodations to be engaged in content</li> <li>- Students may appear to actively listen, but when it comes time for participation are disinterested in engaging</li> </ul>	<ul style="list-style-type: none"> <li>- Fewer than 1/2 of students are engaged in content and many are off-task</li> <li>- Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content</li> <li>- Teacher does not differentiate instruction to target student differences</li> <li>- Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students</li> <li>- ELL and IEP students are not provided with the necessary accommodations to engage in content</li> <li>- Students do not actively listen and are overtly disinterested in engaging.</li> </ul>

Notes:

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.

Special Education Notes:

2.3 Evidence of use of Peer Reviewed and/or Research based strategies. - Effective

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.4:</b>  <b>Check for Understanding</b>	<b>Teacher is highly effective at checking for understanding</b>  <i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i>  <ul style="list-style-type: none"> <li>- Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof)</li> <li>- Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking</li> </ul>	<b>Teacher is effective at checking for understanding</b>  <ul style="list-style-type: none"> <li>- Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward)</li> <li>- Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate “pulse” of the class’s understanding</li> <li>- Teacher uses wait time effectively both after posing a question and before helping students think through a response</li> <li>- Teacher doesn’t allow students to “opt-out” of checks for understanding and cycles back to these students</li> <li>- Teacher systematically assesses every student’s mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)</li> </ul>	<b>Teacher needs improvement at checking for understanding</b>  <ul style="list-style-type: none"> <li>- Teacher sometimes checks for understanding of content, but misses several key moments</li> <li>- Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate “pulse” of the class’s understanding</li> <li>- Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content</li> <li>- Teacher sometimes allows students to “opt-out” of checks for understanding without cycling back to these students</li> <li>- Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments.</li> </ul>	<b>Teacher is ineffective at checking for understanding</b>  <ul style="list-style-type: none"> <li>- Teacher rarely or never checks for understanding of content, or misses nearly all key moments</li> <li>-Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate “pulse” of the class’s understanding</li> <li>- Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer.</li> <li>- Teacher frequently allows students to “opt-out” of checks for understanding and does not cycle back to these students</li> <li>- Teacher rarely or never assesses for mastery at the end of the lesson</li> </ul>

Notes:

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.
2. Examples of how the teacher may assess student understanding and mastery of objectives:
  - Checks for Understanding: thumbs up/down, cold-calling
  - Turn and Talk/ Pair Share, Guided or Independent Practice, Exit Slips

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.5:</b>  <b>Modify Instruction As Needed</b>	<b>Teacher is highly effective at modifying instruction as needed</b>  <i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i>  - Teacher anticipates student misunderstandings and preemptively addresses them  - Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	<b>Teacher is effective at modifying instruction as needed</b>  - Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students  - Teacher responds to misunderstandings with effective scaffolding techniques  - Teacher differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs	<b>Teacher needs improvement at modifying instruction as needed</b>  - Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students  - Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective  - Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	<b>Teacher is ineffective at modifying instruction as needed</b>  - Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students  - Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques  - Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

Notes:

1. In order to be effective at this competency, a teacher must have at least scored a 3 on competency 2.4 - in order to modify instruction as needed, one must first know how to check for understanding.
2. A teacher can respond to misunderstandings using “scaffolding” techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives, hands-on models, using “think alouds”, providing visual cues, etc.



Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.6:</b>  <b>Develop Higher Level of Understanding through Rigorous Instruction and Work</b>	<p><b>Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work</b></p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Lesson is aligned to developmental level and challenging to all students</li> <li>- Students use technology to address higher level thinking skills (problem solving, project-based, etc)</li> <li>- Students are able to answer higher-level questions with meaningful responses</li> <li>- Students pose higher-level questions to the teacher and to each other</li> <li>- Teacher highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again if not great</li> <li>- Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements</li> </ul>	<p><b>Teacher is effective at developing a higher level of understanding through rigorous instruction and work</b></p> <ul style="list-style-type: none"> <li>- Lesson is aligned to developmental level and challenging to almost all students</li> <li>- Teacher frequently develops higher-level understanding through effective questioning</li> <li>- Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding</li> <li>- Teachers provide opportunities for students to meaningfully practice, apply, and demonstrate that they are learning, including through the use of technology when applicable</li> <li>- Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks</li> </ul>	<p><b>Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work</b></p> <ul style="list-style-type: none"> <li>- Lesson is not always aligned to developmental level and challenging for students</li> <li>- Some questions used may not be effective in developing higher-level understanding (too complex or confusing)</li> <li>- Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding</li> <li>- While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate</li> <li>- Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying</li> </ul>	<p><b>Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work</b></p> <ul style="list-style-type: none"> <li>- Lesson is not aligned with developmental level of students (may be too challenging or too easy)</li> <li>- Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts.</li> <li>- Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding.</li> <li>- Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts.</li> <li>- Teacher gives up on students easily and does not encourage them to persist through difficult tasks</li> </ul>

Notes:

1. Examples of types of questions that can develop higher-level understanding:

- Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent")
- Asking students to explain their reasoning
- Asking students to explain why they are learning something or to summarize the main idea
- Asking students to apply a new skill or concept in a different context

- Posing a question that increases the rigor of the lesson content
  - Prompting students to make connections to previous material or prior knowledge
2. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.
  3. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency
  4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.7:</b>  <b>Maximize Instructional Time</b>	<p><b>Teacher is highly effective at maximizing instructional time</b></p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Routines, transitions, and procedures are well executed. Students know what they are supposed to be doing and when without prompting from the teacher</li> <li>- Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance)</li> <li>- Students share responsibility for operations and routines and work well together to accomplish these tasks</li> <li>- All students are on-task and follow instructions of teacher without much prompting</li> <li>- Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson.</li> </ul>	<p><b>Teacher is effective at maximizing instructional time</b></p> <ul style="list-style-type: none"> <li>- Students arrive on-time and are aware of the consequences of arriving late (unexcused)</li> <li>- Class starts on-time</li> <li>- Routines, transitions, and procedures are well executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher</li> <li>- Students are not engaged in meaningful work for only brief periods of time (for example, during attendance)</li> <li>- Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective</li> <li>- Almost all students are on-task and follow instructions of teacher without much prompting</li> <li>- Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson.</li> </ul>	<p><b>Teacher needs improvement at maximizing instructional time</b></p> <ul style="list-style-type: none"> <li>- Some students consistently arrive late (unexcused) for class without consequences</li> <li>- Class may consistently start a few minutes late</li> <li>- Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed</li> <li>- There is more than a brief period of time when students are left without meaningful work to keep them engaged</li> <li>- Teacher may delegate lesson time inappropriately between parts of the lesson</li> <li>- Significant prompting from the teacher is necessary for students to follow instructions and remain on-task</li> <li>- Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem.</li> </ul>	<p><b>Teacher is ineffective at maximizing instructional time</b></p> <ul style="list-style-type: none"> <li>- Students may frequently arrive late (unexcused) for class without consequences</li> <li>- Teacher may frequently start class late.</li> <li>- There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times</li> <li>- There are significant periods of time in which students are not engaged in meaningful work</li> <li>- Teacher wastes significant time between parts of the lesson due to classroom management.</li> <li>- Even with significant prompting, students frequently do not follow directions and are off-task</li> <li>- Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson.</li> </ul>

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Notes:

1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.
2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.

Special Education Notes:

2.7 Master schedule of service delivery. Effectively manages instructional resources.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.8:</b>	<b>Teacher is highly effective at creating a classroom culture of respect and collaboration</b>	<b>Teacher is effective at creating a classroom culture of respect and collaboration</b>	<b>Teacher needs improvement at creating a classroom culture of respect and collaboration</b>	<b>Teacher is ineffective at creating a classroom culture of respect and collaboration</b>
<b>Create Classroom Culture of Respect and Collaboration</b>	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance</li> <li>- Students reinforce positive character and behavior and discourage negative behavior amongst themselves</li> </ul>	<ul style="list-style-type: none"> <li>- Students are respectful of their teacher and peers</li> <li>- Students are given opportunities to collaborate and support each other in the learning process</li> <li>- Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior</li> <li>- Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions</li> </ul>	<ul style="list-style-type: none"> <li>- Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms</li> <li>- Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together</li> <li>- Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both</li> <li>- Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others</li> </ul>	<ul style="list-style-type: none"> <li>- Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior</li> <li>- Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention</li> <li>- Teacher rarely or never praises positive behavior</li> <li>- Teacher rarely or never addresses negative behavior</li> </ul>

Notes:

1. If there is one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.
2. Elementary school teachers more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.
3. "Students" refers to majority allowing for exceptional situations.

Special Education Notes:

2.8 Evidence of instruction on behavior goals across all settings. Evidence of implementation of positive behavior management plan. Environmental supports are in place.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.9:</b>	<b>Teacher is highly effective at setting high expectations for academic success.</b>	<b>Teacher is effective at setting high expectations for academic success.</b>	<b>Teacher needs improvement at setting high expectations for academic success.</b>	<b>Teacher is ineffective at setting high expectations for student success.</b>
<b>Set High Expectations for Academic Success</b>	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Students participate in forming academic goals for themselves and analyzing their progress</li> <li>- Students demonstrate high academic expectations for themselves</li> <li>- Student comments and actions demonstrate that they are excited about their work and understand why it is important</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher sets high expectations for students of all levels</li> <li>- Students are invested in their work and value academic success as evidenced by their effort and quality of their work</li> <li>- The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly)</li> <li>- Teacher celebrates and praises academic work.</li> <li>- High quality work of all students is displayed in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher may set high expectations for some, but not others</li> <li>- Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging</li> <li>- Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily)</li> <li>- Teacher may praise the academic work of some, but not others</li> <li>- High quality work of a few, but not all students, may be displayed in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher rarely or never sets high expectations for students</li> <li>- Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments</li> <li>- Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers</li> <li>- Teacher rarely or never praises academic work or good behavior</li> <li>- High quality work is rarely or never displayed in the classroom</li> </ul>

Note:

1. There are several ways for a teacher to demonstrate high expectations - through encouraging comments, higher-level questioning, appropriately rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc.

# North Spencer County School Corporation-RISE Teacher Evaluation

## DOMAIN 3: Teacher Leadership

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	Contribute to School Culture	<p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b></p> <ul style="list-style-type: none"> <li>- Seek out leadership roles</li> <li>- Go above and beyond in dedicating time for students and peers outside of class</li> </ul>	<p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>- Contribute ideas and expertise to further the schools' mission and <b>initiatives</b></li> <li>- Dedicate time efficiently, when needed, to helping students and peers outside of class</li> </ul>	<p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>- Contribute occasional ideas and expertise to further the school's mission and <b>initiatives</b></li> </ul> <p><b>Teacher may not:</b></p> <ul style="list-style-type: none"> <li>- Frequently dedicates time to help students and peers efficiently outside of class</li> </ul>	<p><b>Teacher rarely or never:</b></p> <ul style="list-style-type: none"> <li>- contributes ideas aimed at improving school efforts.</li> <li>- Teacher dedicates little or no time outside of class towards helping students and peers.</li> </ul>
3.2	Collaborate with Peers	<p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b></p> <ul style="list-style-type: none"> <li>- Go above and beyond in seeking out opportunities to collaborate</li> <li>- Coach peers through difficult situations</li> <li>- Take on leadership roles within collaborative groups such as Professional Learning Communities</li> </ul>	<p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>- Seek out and participate in regular opportunities to work with and learn from others</li> <li>- Ask for assistance, when needed, and provide assistance to others in need</li> </ul>	<p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>- Participate in occasional opportunities to work with and learn from others</li> <li>- Ask for assistance when needed</li> </ul> <p><b>Teacher may not:</b></p> <ul style="list-style-type: none"> <li>- Seek to provide other teachers with assistance when needed OR</li> <li>- Regularly seek out opportunities to work with others</li> </ul>	<p><b>Teacher rarely or never:</b></p> <ul style="list-style-type: none"> <li>- participates in opportunities to work with others.</li> <li>- Teacher works in isolation and is not a team player.</li> <li>- asks for assistance.</li> </ul>
3.3	Seek Professional Skills and Knowledge	<p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b></p> <ul style="list-style-type: none"> <li>- Regularly share newly learned knowledge and practices with others</li> <li>- Seek out opportunities to lead professional development sessions</li> <li>- <b>Seek out ways to implement new instructional practices which integrate technology beyond the substitution level.</b></li> </ul>	<p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>- Actively pursue opportunities to improve knowledge and practice</li> <li>- Seek out ways to implement new practices into instruction <b>including the use of technology</b>, where applicable</li> <li>- Welcome constructive feedback to improve practices</li> </ul>	<p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>- Attend all mandatory professional development opportunities</li> </ul> <p><b>Teacher may not:</b></p> <ul style="list-style-type: none"> <li>- Actively pursue optional professional development opportunities</li> <li>- Seek out ways to implement new practices into instruction <b>including the use of technology</b></li> <li>- Accept constructive feedback well</li> </ul>	<p><b>Teacher rarely or never:</b></p> <ul style="list-style-type: none"> <li>-attends professional development opportunities.</li> <li>- Teacher shows little or no interest in new ideas, programs, <b>technology</b>, or classes to improve teaching and learning</li> </ul>

<b>3.4</b>	<b>Advocate for Student Success</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b> <ul style="list-style-type: none"> <li>- Display commitment to the education of all the students in the school</li> <li>- Make changes and take risks to ensure student success</li> </ul>	<b>Teacher will:</b> <ul style="list-style-type: none"> <li>- Display commitment to the education of all his/her students</li> <li>- Attempt to remedy obstacles around student achievement</li> <li>- Advocate for students' individualized needs</li> </ul>	<b>Teacher will:</b> <ul style="list-style-type: none"> <li>- Displays minimal commitment to the education of all his/her students</li> </ul> <b>Teacher may <i>not</i>:</b> <ul style="list-style-type: none"> <li>- Advocate for students' needs</li> <li>- Attempt to remedy obstacles</li> </ul>	<b>Teacher rarely or never:</b> <ul style="list-style-type: none"> <li>-Displays commitment to the education of his/her students</li> </ul> <b>Teacher accepts failure as par for the course:</b> <ul style="list-style-type: none"> <li>-and does not advocate for students' needs</li> </ul>
<b>3.5</b>	<b>Engage Families in Student Learning</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b> <p>Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events</p> <ul style="list-style-type: none"> <li>-Strives to form relationships in which parents are given ample opportunity to participate in student learning.</li> </ul>	<b>Teacher will:</b> <ul style="list-style-type: none"> <li>- Proactively reach out to parents in a variety of ways to engage them in student learning</li> <li>- Respond promptly to contact from parents</li> <li>- Engage in all forms of parent outreach required by the school</li> </ul>	<b>Teacher will:</b> <ul style="list-style-type: none"> <li>- Engage in all forms of parent outreach required by the school.</li> <li>- Respond to contact from parents</li> </ul> <b>Teacher may <i>not</i>:</b> <ul style="list-style-type: none"> <li>- Proactively reach out to parents to engage them in student learning</li> </ul>	<b>Teacher rarely or never:</b> <ul style="list-style-type: none"> <li>-reaches out to parents</li> <li>- responds to contacts from parents.</li> </ul>

Special Education Notes:

3.4 Appropriate Gen Ed teachers have copies of IEPs.



# North Spencer County School Corporation - RISE Teacher Evaluation

## Professionalism Rubric

Core

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Indicator		Meets Standard	Does Not Meet Standard
1	<b>Attendance</b>	Individual has not demonstrated a pattern of unexcused absences*	Individual demonstrates a pattern of unexcused absences *
2	<b>On-Time Arrival</b>	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3	<b>Policies and Procedures</b>	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)
4	<b>Respect</b>	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner

### \*Excused Absence

Excused absence occurs when all of the following conditions are met:

- The employee provides sufficient notice to principal.
- The principal finds the reason for absence to be credible and acceptable.
- Such absence request is approved by the principal.
- Except in situations covered by Federal law/regulation, the employee has sufficient accrued leave days to cover such absence.

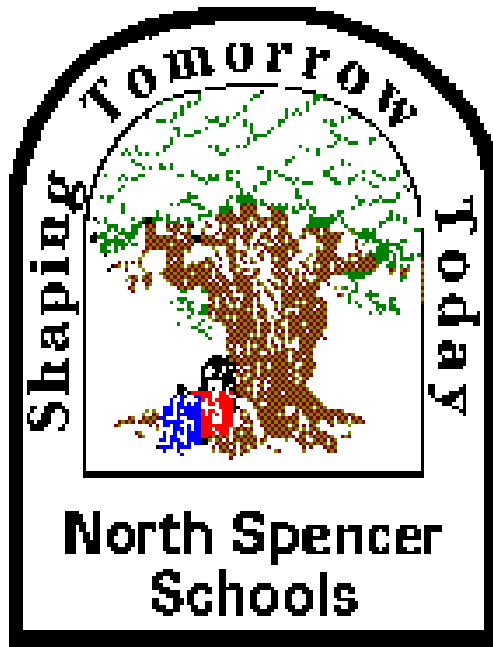
### \*Unexcused Absence

Unexcused absence occurs when any one of the four conditions above is not met.

### Special Education Notes:

3 – Article 7 compliance timelines and adheres to Special Education policies.

4 – Maintains confidentiality of student records and information.



# **NORTH SPENCER COUNTY SCHOOL CORPORATION - RISE**

## **EVALUATION AND DEVELOPMENT SYSTEM**

LIBRARY MEDIA/TEACHER EFFECTIVENESS RUBRIC

This version of the rubric has been formatted for use in North Spencer County School Corporation.

# North Spencer County School Corporation Media Specialist Evaluation High School & Elementary

## DOMAIN 1: For Library/Media Specialists: Planning and Preparation

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1a:	Demonstrates knowledge of literature trends in library/media practice and information technology	Drawing on extensive professional resources ,library/media specialist demonstrates rich understanding of literature and of current trends in information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of both literature and current trends in practice and information technology.	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.
1b:	Demonstrating knowledge of school's program and student information needs within the program	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates only basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.
1c:	Establishing goals for the library/media program appropriate to the setting and the students served	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultation with students and colleagues.	Library/medial specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.

# North Spencer County School Corporation Media Specialist Evaluation High School & Elementary

## DOMAIN 1: For Library/Media Specialists: Planning and Preparation

1d:	Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan	Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.	Library/media specialist is fully aware of resources available for students and teachers' program goals.	Library/media specialist demonstrates very basic knowledge of resources available for students and teachers to advance program goals.	Library/media specialist demonstrates little or no knowledge of resources available for students and teachers to advance program goals.
1e:	Developing a plan to evaluate the library/media program	Library/media specialist's evaluation plan is highly sophisticated with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.	Library specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Library/media specialist has a rudimentary plan to evaluate the library/media program.	Library/media specialist has no plan to evaluate the program, or resists suggestions that such an evaluation is important.

# North Spencer County School Corporation Media Specialist Evaluation High School & Elementary

## DOMAIN 2: Library/Media Specialists: The Environment

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>2a: Creating an environment of respect and rapport</b>	Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring, and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.	Interactions, both between the library/media specialist and students, and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions both between the library/media specialist and students , and among students are fairly free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, both between the library/media specialist and students, and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put downs, or conflict.
<b>2b: Establishing a culture for investigation and love of literature</b>	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.	Library/media specialist, in interaction with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Library/medial specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.
<b>2c: Establishing and maintaining library procedures</b>	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistant(s) work	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established; and function smoothly. Library assistant(s) are clear as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistant(s) are partially successful.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistant(s) are confused as to his/her role.

# North Spencer County School Corporation Media Specialist Evaluation High School & Elementary

## DOMAIN 2: Library/Media Specialists: The Environment

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>2d: Managing student behavior</b>	Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual needs. Students take an active role in monitoring the standards of behavior.	Standards of conduct appear to be clear to the students, and the library/media specialist monitors student behavior against those standards. Library/media specialist response to students' misbehavior is appropriate and respectful to students.	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these effort are not always successful.	There is no evidence that standard of conduct have been established, and there is little or no monitoring of student behavior. Response to student behavior is repressive or disrespectful of student dignity.
<b>2e: Organizing physical space</b>	Library/media specialist makes highly effective use of the physical environment. Book displays are attractive and inviting and are changed frequently.	Library/media specialist makes effective use of the physical environment. Book displays are attractive and inviting and are changed occasionally.	Library/media specialist's efforts to make use of the physical environment are minimal. There is little evidence of attractive book displays.	Library/media specialist makes poor use of the physical environment. There is no evidence of attractive/inviting book displays.

# North Spencer County School Corporation Media Specialist Evaluation High School & Elementary

## DOMAIN 3: Library/Media Specialists: Delivery of Service

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>3a:</b> <b>Maintaining and extending the library collection in accordance with the school's needs and within budget limitations.</b>	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas,	Library/media specialist adheres to district guideline in selecting materials for the collection and periodically purges the collection outdated material. Collection is balanced amount different areas.	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection of outdated materials, and to establish balance	Library/media specialist fails to adhere to district or professional guidelines in selecting materials, does not purge the collection of outdated materials, and does not establish balance in the collection.
<b>3b:</b> <b>Collaborating with teachers in the design of instructional units and lessons</b>	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.
<b>3c:</b> <b>Engaging students in enjoying literature and in learning information skills.</b>	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.

# North Spencer County School Corporation Media Specialist Evaluation High School & Elementary

## DOMAIN 2: Library/Media Specialists: Delivery of Service

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>3d:</b> <b>Assisting students and teachers in the use of technology in the library/media center</b>	Library/media specialist is proactive initiating sessions to assist students and teaching in the use of technology.	Library/media specialist initiates session to assist students and teachers in the use of technology in the library/media center.	Library/media specialist assists students and teachers in the use of technology in the Library/media center when specifically asked to do so.	Library/media specialist declines to assist students and teachers in the use of technology in the Library/media center.
<b>3e:</b> <b>Demonstrating flexibility and responsiveness.</b>	Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.	Library/media specialist makes revision to the library/media program when they are needed.	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.



# North Spencer County School Corporation Media Specialist Evaluation High School & Elementary

## DOMAIN 4: Library/Media Specialists: Professional Responsibilities

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>4a: Reflecting on practice</b>	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.	Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved.	Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.
<b>4b: Preparing and submitting reports and budgets</b>	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories are submitted, conducted and analyzed on a regular basis.	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories are submitted, conducted and analyzed on a regular basis.	Library/media specialist's efforts to prepare budgets are partially successful responding sometimes to teacher requests and following procedures. Inventories are sometime conducted and analyzed.	Library/media specialist ignores teacher requests when preparing
<b>4c: Participating in a professional community</b>	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist's relationship with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.

# North Spencer County School Corporation Media Specialist Evaluation High School & Elementary

## DOMAIN 4: Library/Media Specialists: Professional Responsibilities

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>4d: Engaging in professional development</b>	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering faculty presentations and information to colleagues.	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist does not participate in professional development activities, even with such activities are clearly needed for the enhancement of skills.
<b>4e: Showing professionalism</b>	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues.	Library/media specialist displays high standards of honest and integrity in interactions with colleagues, students, and the public.	Library/media specialist is honest in interactions with colleagues, students, and the public.	Library/media specialist displays dishonestly in interactions with colleagues, students, and/or the public..

# North Spencer County School Corporation Media Specialist Evaluation High School & Elementary

## Core Professionalism Rubric

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Indicator		Meets Standard	Does Not Meet Standard
1	<b>Attendance</b>	Individual has not demonstrated a pattern of unexcused absences*	Individual demonstrates a pattern of unexcused absences *
2	<b>On-Time Arrival</b>	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3	<b>Policies and Procedures</b>	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)
4	<b>Respect</b>	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner

### \*Excused Absence

Excused absence occurs when all of the following conditions are met:

- The employee provides sufficient notice to principal.
- The principal finds the reason for absence to be credible and acceptable.
- Such absence request is approved by the principal.
- Except in situations covered by Federal law/regulation, the employee has sufficient accrued leave days to cover such absence.

### \*Unexcused Absence

Unexcused absence occurs when any one of the four conditions above is not met.

## **Appendix A Observation Forms**

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## Teacher Pre-Observation Form (Optional)

**Note:** This form may be used in conjunction with a pre-conference prior to the planned, extended observation, but can also be submitted to the principal without a pre-conference (at the discretion of the administrator.) The purpose is guide and focus conversation.

SCHOOL: \_\_\_\_\_ OBSERVER: \_\_\_\_\_

TEACHER: \_\_\_\_\_ GRADE/SUBJECT: \_\_\_\_\_

DATE AND TIME OF PRE-OBSERVATION CONFERENCE \_\_\_\_\_

DATE AND PERIOD OF SCHEDULED OBSERVATION: \_\_\_\_\_

Dear Teacher,

In preparation for your formal observation, please answer the questions below and attach any requested material.

1) What will be taught? Is this new information, practice or review?

2) What learning objectives or standards will you target during this class?

3) How will you know if students are mastering/have mastered the objective?

4) Is there anything you would like me to know about this class in particular?

5) Are there any skills or new practices you have been working on that I should look for?

Please attach the following items for review prior to your scheduled observation:

## Step 1: Pre-Approval for School Based Assessments

---

Grade Level/Subject: \_\_\_\_\_

Teacher(s): \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

**Directions:** For any school based assessment used for class or targeted learning objectives, please complete the steps below. If a department of teachers is using a common assessment, only one copy should be turned in per assessment. (Please make sure all teachers using the assessment are listed above).

- 1) Using the IN course standards (<http://dc.doe.in.gov/Standards/AcademicStandards/StandardSearch.aspx>), identify which standards align to which questions/tasks on your assessment. Write/type standards next to assessment questions. Sub-standards or indicators may be summarized (ex. write *6.1 – Medieval*, rather than *6.1.3*). Use the *Standards Alignment and Coverage Check Chart* to summarize which questions are aligned to which standards and to ensure that each standard is covered by an appropriate number of questions. Attach this chart to this form.
- 2) Use the *Assessment Rigor Analysis Chart* to give examples of assessment questions/tasks that fall under various levels of the Depth of Knowledge Framework. Note: Not all questions must be categorized, but there must be sufficient examples given of questions meeting a higher-level of rigor. Attach this chart to this form.
- 3) Review the format of the assessment questions. Check for the following:
  - Are questions/tasks written clearly?
  - Are there a variety of types of questions/tasks?
  - Are the questions/tasks free of bias?
  - Are the questions appropriate for the subject/grade level?
- 4) If the assessment(s) will need to be adapted for students with special needs, please specify any changes below:
- 5) What is the content mastery score on this assessment? In other words, what score should students receive to indicate that they have mastered the Indiana content standards for this course? Please return this form to your primary evaluator, along with a copy of the assessment(s) (aligned to standards), Assessment Rigor Analysis Chart, and any additional supporting materials (rubrics, scoring guides, etc).

## Step 1: Standards Alignment and Coverage Check

Grade Level/Subject: \_\_\_\_\_

Teacher(s): \_\_\_\_\_

**Directions:** After aligning assessment to Indiana Academic or Common Core State Standards, use the chart below to list assessment questions with the corresponding standards to which they are aligned. Not all grade levels/content areas will have 12 standards total; only fill in the total number of standards that apply. Teachers with common assessments need only complete one copy.

Standard Number	Standard Description	Question Numbers
Standard 1		
Standard 2		
Standard 3		
Standard 4		
Standard 5		
Standard 6		
Standard 7		
Standard 8		
Standard 9		
Standard 10		
Standard 11		
Standard 12		

## Step 1: Assessment Rigor Analysis – Depth of Knowledge (DOK)

Grade Level/Subject: \_\_\_\_\_

Teacher(s): \_\_\_\_\_

**Directions:** Use the chart below to categorize assessment questions. Rigor increases as you go down the chart. While not all questions need be categorized, there must be sufficient examples of the highest levels of rigor. Teachers with common assessments need only complete one copy.

Level	Learner Action	Key Actions	Sample Question Stems	Question Numbers
<b>Level 1: Recall</b>	Requires simple recall of such information as a fact, definition, term, or simple procedure	List, Tell, Define, Label, Identify, Name, State, Write, Locate, Find, Match, Measure, Repeat	How many...? Label parts of the.... Find the meaning of...? Which is true or false...?	
<b>Level 2: Skill/Concept</b>	Involves some mental skills, concepts, or processing beyond a habitual response; students must make some decisions about how to approach a problem or activity	Estimate, Compare, Organize, Interpret, Modify, Predict, Cause/Effect, Summarize, Graph, Classify	Identify patterns in... Use context clues to... Predict what will happen when... What differences exist between...? If x occurs, y will....	
<b>Level 3: Strategic Thinking</b>	Requires reasoning, planning, using evidence, and thinking at a higher level	Critique, Formulate, Hypothesize, Construct, Revise, Investigate, Differentiate, Compare	Construct a defense of... Can you illustrate the concept of...? Apply the method used to determine...? What might happen if...? Use evidence to support....	
<b>Level 4: Extended Thinking</b>	Requires complex reasoning, planning, developing, and thinking, most likely over an extended time. Cognitive demands are high, and students are required to make connections both within and among subject domains	Design, Connect, Synthesize, Apply, Critique, Analyze, Create, Prove	Design x in order to.... Develop a proposal to.... Create a model that.... Critique the notion that....	

Adapted from: Source: Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center for Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx> and UW Teaching Academy <http://teachingacademy.wisc.edu/archive/Assistance/course/blooms3.htm>



## Step 1: Assessment Approval Checklist for School-based Assessments

Grade Level/Subject: \_\_\_\_\_

Teacher(s): \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

Criterion	Considerations (Check all that apply.)
<b><u>Alignment and Stretch</u></b>	<div> <input type="checkbox"/> Items/tasks cover key subject/grade-level content standards.           <input type="checkbox"/> Where applicable, items/tasks cover knowledge and skills that will be of value beyond the year – either in the next level of the subject, in other academic disciplines, or in career/life.           <input type="checkbox"/> Where applicable, there are low- and high-end stretch items that cover pre-requisite objectives from prior years and objectives from the next year/course           <input type="checkbox"/> More complex and more important items/tasks have more weight (count more)         </div> <div>Evidence/Feedback</div>
<b><u>Rigor and Complexity</u></b>	<div> <input type="checkbox"/> Overall, the items, tasks, rubrics are appropriately challenging for the grade-level/course (e.g., at right level of DOK and correct reading level)           <input type="checkbox"/> Many items/tasks require critical thinking and application           <input type="checkbox"/> Multiple-choice questions are appropriately rigorous or complex (e.g. multiLEARN)           <input type="checkbox"/> Key content standards are assessed at greater depths of understanding and/or complexity         </div> <div>Evidence/ Feedback</div>
<b><u>Format Captures True Mastery</u></b>	<div> <input type="checkbox"/> Items/tasks are written clearly.           <input type="checkbox"/> The assessment/tasks are free from bias; no wording or knowledge that is accessible to only specific ethnicities, subcultures, or genders           <input type="checkbox"/> Some standards are assessed across multiple items/tasks           <input type="checkbox"/> Item types and length of the assessment are appropriate for the subject/grade level           <input type="checkbox"/> Tasks and open-ended questions have rubrics that (1) articulate what students are expected to know and do and (2) differentiate between levels of knowledge/mastery         </div> <div>Evidence/ Feedback</div>

The content mastery score represents a rigorous target for student achievement based on the assessment

☐
☐

I approve of this assessment/task and any accompanying rubrics without further change.

☐

Please make changes suggested in feedback above and resubmit the assessment/tasks and rubrics.

Signature of evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of teacher(s): \_\_\_\_\_ Date: \_\_\_\_\_

## Step 2: Identify and Approve Student Starting Points

\*NOTE: Starting point data shall be uploaded to Standards for Success (SFS) the digital database that houses all observations and Student Learning Objective information at <https://edu.standardforsuccess.com>

Grade Level/Subject: \_\_\_\_\_

Teacher(s): \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

Level of Preparedness....	Evidence Collected	Possible Sources of Baseline Data
<u>High</u> <i>(students prerequisite skills or knowledge are ahead of where they need to be starting this course)</i>		<ul style="list-style-type: none"> <li>- Results from beginning of course (BOC) <b>diagnostic tests or performance tasks</b> (e.g., a department-compiled BOC test; the first interim assessment)</li> <li>- Results from prior course tests that assess knowledge and skills that are pre-requisite to the current subject/grade. <ul style="list-style-type: none"> <li>o Overall scale scores</li> <li>o Sub-scores</li> <li>o Performance levels</li> <li>o Percent correct</li> </ul> </li> <li>- Results <b>can come from tests of the same or different subjects</b>, as long as the test assessed pre-requisite knowledge and skills</li> </ul>
<u>Medium</u> <i>(students prerequisite skills or knowledge are where they need to be starting this course)</i>		
<u>Low</u> <i>(students prerequisite skills or knowledge are below where they should be starting this course)</i>		

☐ Teacher has appropriately assessed students' starting points.

Signature of evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of teacher(s): \_\_\_\_\_ Date: \_\_\_\_\_

### Step 3: Set Student Learning Objective (Class)

\*NOTE: Student Learning Objectives shall be completed in Standards for Success (SFS) the digital database that houses all observation and SLO information at <https://edu.standardforsuccess.com>. This page serves as a visual representation of this process.

Teacher(s): \_\_\_\_\_

Grade Level/Subject/Period: \_\_\_\_\_

Pre-Work: Step 1	Approved Assessment	Assessment:
	Approved Mastery Score	Score:
Pre-Work: Step 2	Level of Student Preparedness	High – Medium – Low –

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Class Objective Rubric	Based on students' starting points, the teacher moved an exceptional number of students to achieve content mastery.	Based on students' starting points, the teacher moved a significant number of students to achieve content mastery.	Based on students' starting points, the teacher moved a less than significant number of students to achieve content mastery.	Based on students' starting points, the teacher moved few students to achieve content mastery.
Class Objective Defined				

Use the following directions to write your class learning objective:

- Complete the Pre-Work section using information from Step 1 and Step 2 approved forms
- Look at numbers of students in the different Levels of Preparedness. Use the following guidance to determine what # or % of students at each level will achieve the content mastery score determined in Step 1:
  - A "Highly Effective" teacher should have all students in the high and medium levels of preparedness and most of the students in the low level of preparedness achieve content mastery.
  - An "Effective" teacher should have all students in the high level, almost all students in the medium level, and many students in the low level of preparedness achieve content mastery.
  - An "Improvement Necessary" teacher should have most students in the high and medium, and few students in the low level of preparedness achieve content mastery.
  - An "Ineffective" teacher should have few or no students in the high, medium, and low level of preparedness achieve content mastery.
- Draft objective across performance levels (Ex. "Effective": 80% of students will score an 85/100 or above on the end of course assessment; "Highly Effective": 90% of students will score an 85/100 or above, etc)

### Step 3: Set Student Learning Objective (Targeted)

\*NOTE: Student Learning Objectives shall be completed in Standards for Success (SFS) the digital database that houses all observation and SLO information at <https://edu.standardforsuccess.com>. This page serves as a visual representation of this process

Teacher(s): \_\_\_\_\_

Grade Level/Subject/Period: \_\_\_\_\_

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Targeted Objective Rubric	The teacher has surpassed expectations described in the Student Learning Objective and/or demonstrated an outstanding impact on student learning.	The teacher has met the expectation described in the Student Learning Objective and/or has demonstrated a considerable impact on student learning.	The teacher has not fully met the expectation described in the Student Learning Objective, but has demonstrated some impact on student learning.	The teacher has not met the expectation described in the Student Learning Objective and has demonstrated an insufficient impact on student learning.
Targeted Objective Defined	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2  Targeted IN Content Standards:  Approved Assessment:  Growth and/or Achievement Goal:			

Use the following directions to write your targeted learning objective:

1. The targeted learning objective should be directed at students who start the course at the lowest level of preparedness. These students were identified in Step 2. If no students are categorized in this level, the teacher should choose another sub-group of students to target.
2. The objective may cover all content standards, or a specific subset of content standards. Based on the identified needs of the chosen student population, specify the content standards you will address with this objective.
3. Determine the best assessment(s) you have available for the specified group of students and standards. Make sure the assessment meets the approval criteria and that an evaluator has signed off on its use.
4. Based on student needs and available assessments, determine whether this objective should focus on growth, achievement, or both. Like the class objective, it can be a mastery goal adjusted for students' starting points.
5. Draft objective based on what it means to be "effective" in this context. In other words, what does it meant to have achieved "significant mastery or progress" with this group of students? (*Ex. Identified students will master the specified course "power" objectives on the end of course assessments*)

### Step 3: Evaluator Approval of Student Learning Objectives

**Note: Approval of Student Learning Objectives** shall be completed in Standards for Success (SFS) the digital database that houses all observation and SLO information at <https://edu.standardforsuccess.com>. This page serves as a visual representation of this process

**Teacher(s):** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

Class Learning Objective Assessment: \_\_\_\_\_

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
<b>Class Learning Objective</b>				

Evaluator Feedback:

☐ Class Learning Objective Approved

**Targeted Learning Objective Assessment:** \_\_\_\_\_

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>Met goal or otherwise demonstrated significant student mastery or progress</i>	<i>Did not fully meet goal, but showed some student mastery or progress.</i>	<i>Did not meet goal, little to no student mastery or progress.</i>
<b>Targeted Learning Objective</b>	<p>Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2</p> <p>Targeted IN Content Standards:</p> <p>Growth and/or Achievement Goal:</p>			

Evaluator Feedback:

☐ Targeted Learning Objective Approved

Signature of evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of teacher(s): \_\_\_\_\_ Date: \_\_\_\_\_

## Step 4: Mid-Course Check-in (Required)

---

Teacher: \_\_\_\_\_

Grade Level/Subject/Period: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Date of mid-course progress check-in: \_\_\_\_\_

In preparation for the mid-course progress check-in, please complete this questionnaire and submit it to your evaluator **at least two school-days before the check-in**. Your honesty is appreciated and will encourage a productive conversation about your students' performance and areas for improvement. You may attach your responses to this form or write them here directly.

- 1) How are your students progressing toward your Student Learning Objectives? How do you know?
  
  
  
  
  
  
  
  
  
  
- 2) Which students are struggling/exceeding expectations? What are you doing to support them?
  
  
  
  
  
  
  
  
  
  
- 3) What additional resources do you need to support you as you work to achieve your Student Learning Objectives?
  
  
  
  
  
  
  
  
  
  
- 4) Are there any student attendance issues substantial enough to affect your Student Learning Objectives?

Please return this form to your primary evaluator, along with any interim student learning data related to the Student Learning Objectives you would like to discuss during the check-in at least two school days prior to the date of the check-in.

### Step 5: Class/Targeted SLO Review Form

Note: This page is a visual representation of process to be completed at <https://edu.standardforsuccess.com>.

Teacher: \_\_\_\_\_

Grade Level/Subject/Period: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Review Date: \_\_\_\_\_

In preparation of our review of SLO data, please complete this form and submit it to your evaluator **at least two school-days before the conference.**

#### Class Objective

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
What was your Class Learning Objective?				

Content Mastery Standard	Number of Students Who Achieved Mastery	Number of Students in Course	Percentage of Students Who Achieved Mastery

Based on the above table and your Class Student Learning Objective, indicate your appropriate performance level

Ineffective ☐

Improvement Necessary ☐

Effective ☐

Highly Effective ☐

- 1) Were there any changes to the number of students in your class or significant student attendance issues that should be considered when scoring your Class Objective?

### Targeted Objective

<b>Targeted Learning Objective</b>	What was your Targeted Objective Learning Objective?
------------------------------------	--

Did your students meet this objective?

Met Objective

☐

Did Not Meet Objective

☐

- 1) Describe the evidence used to determine whether your students either met or did not meet the Targeted Objective.

- 2) If your students did not meet the Targeted Objective, discuss additional evidence indicating that students may have made some academic progress. If your students did meet the Targeted Objective, discuss evidence indicating that students may have made outstanding academic progress. Whenever possible, attach copies of the evidence discussed to this form.

- 3) Were there any changes to the number of students in your class or significant student attendance issues that should be considered when scoring your Targeted Objective?



## Mastery Standards for State Tests and Common Corporation Assessments

Test	Grade(s)	Subject(s)	Mastery Standard
iReady	3-6	ELA	At Proficiency and Above Proficiency
	7-8	Math	
	7-8	ELA	
ECA	8-9	Algebra I	LEVEL 3: At Proficiency LEVEL 4: Above Proficiency
	9	Biology 1	
	10	English 10	
WIDA	K-12	ESL	See guidance below
Local Content Tests	K-12	All non-iReady/ECA/IREAD K-2	Approved Local Assessment
IREAD	K-2	Reading	District Cut Score

\* ILEARN+ 4-8 ELA/Math is not included above because teachers should use non-growth model classes for Student Learning

Objectives. The exceptions to this rule are teachers who *only* teach subjects with growth model data (ex. 7<sup>th</sup> grade English teacher or 8<sup>th</sup> grade Math teacher). For these exceptions, learning objectives may be set around the appropriate content area ILEARN assessment using LEVEL 3: At Proficiency or LEVEL 4: Above Proficiency as the mastery standard or another evaluator-approved assessment

**For the tests below, use students' starting points to identify specific numbers or percentages for each performance level. For examples, see Appendix C.**

### **WIDA**

- **Highly Effective:** Most to all students who previously scored a level 1 or 2 increase their overall score by at least level. Some students who previously scored a level 3 or above increase their overall score by at least one level. No students show a decrease in their overall score\*.
- **Effective:** Many students who previously scored a level 1 or 2 increase their overall score by at least one level. Students who previously scored a level 3 or above either maintain or increase their overall score by at least one level. Few, if any, students show a decrease in their overall score.
- **Improvement Necessary:** Some students who previously scored a level 1 or 2 increase their overall score by at least one level. Most students who previously scored a level 3 or above, maintain or improve their overall score. Some students show a decrease in their overall score.
- **Ineffective:** Few, if any, students increase their overall score and/or many students decrease their overall score.

**\* Note: Caution must be exercised for students in grades 2, 4, 6 and 9 as the assessment form changes in these years. Consequently, it may be more difficult for students to maintain or increase their proficiency level.**

## Sample Student Learning Objectives - Targeted

### Example 1: Kindergarten – 2<sup>nd</sup> Grade Teacher

Pre-Work: Step 1	Approved Assessment	Assessment: <i>DIBELS</i>		
Pre-Work: Step 2	Level of Student Preparedness	Low (pulled from class objective): <i>3 Students</i>		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>Met goal or otherwise demonstrated significant student mastery or progress</i>	<i>Did not fully meet goal, but showed some student mastery or progress.</i>	<i>Did not meet goal, little to no student mastery or progress.</i>
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 <b>3 Students</b> Targeted IN Content Standards: <b><i>Standard 1 – Reading: Word Recognition, Fluency and Vocabulary Development</i></b> Growth and/or Mastery Goal: <b><i>All 3 students will increase their reading proficiency by at least one level between the beginning and end of year</i></b>			

## Example 2: 5<sup>th</sup> or 7<sup>th</sup> Grade Social Studies Teacher

Teacher(s): 7-12<sup>h</sup> Grade Social Studies Teacher \_\_\_\_\_

Pre-Work: Step 1	Approved Assessment	Assessment: <i>Social Studies Approved Local Assessment</i>		
	Approved Mastery Score	Score: <i>Approved Pass Score (i.e. 75%, 50 or 75 etc.)</i>		
Pre-Work: Step 2	Level of Student Preparedness	High – 3 Medium - 15 Low – 5		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	<i>At least 21 out of 23 students achieve a passing score</i>	<i>At least 19 out of 23 students achieve a passing score on the Assessment.</i>	<i>At least 12 out of 23 students achieve a passing score on the Assessment</i>	<i>Fewer than 12 out of 23 students achieve a passing score on the Assessment</i>

Pre-Work: Step 1	Approved Assessment	Assessment: <i>Historical Document Analysis Rubric</i>		
Pre-Work: Step 2	Level of Student Preparedness	Low (pulled from class above): <i>5 Students</i>		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>Met goal or otherwise demonstrated significant student mastery or progress</i>	<i>Did not fully meet goal, but showed some student mastery or progress.</i>	<i>Did not meet goal, little to no student mastery or progress.</i>
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 <b>5 Students</b> Targeted IN Content Standards: <b>Standard 1 – History: Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research</b> Growth and/or Mastery Goal: <b>3 out of 5 targeted students will achieve a score of 5 or higher on the Historical Document Analysis Rubric.</b>			

### Example 3: Elementary Music Teacher

Teacher(s): Elementary Music Education Teacher

Pre-Work: Step 1	Approved Assessment	Assessment: <i>Teacher Created Rubric Assessment</i>		
	Approved Mastery Score	Score: <i>6 out of 9 Rubric Points</i>		
Pre-Work: Step 2	Level of Student Preparedness	High – 5 Medium - 12 Low - 4		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	<i>At least 20 out of 21 students achieve a score of 6 or higher on the Music Mastery Rubric.</i>	<i>At least 18 of 21 students achieve a score of 6 or higher on the Music Mastery Rubric.</i>	<i>At least 13 of 21 students achieve a score of 6 or higher on the Music Mastery Rubric.</i>	<i>Fewer than 13 of 21 students achieve a score of 6 or higher on the Music Mastery Rubric.</i>

Pre-Work: Step 1	Approved Assessment	Assessment: <i>Music Reading Assessment</i>		
Pre-Work: Step 2	Level of Student Preparedness	Low (pulled from class above): <i>4 Students</i>		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>Met goal or otherwise demonstrated significant student mastery or progress</i>	<i>Did not fully meet goal, but showed some student mastery or progress.</i>	<i>Did not meet goal, little to no student mastery or progress.</i>
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 <b>4 Students</b> Targeted IN Content Standards: <b>Standard 5 – Responding to Music: Reading, Notating and Interpreting Music</b> Growth and/or Mastery Goal: <b>3 out of 4 targeted students will achieve a score of 20 out of 25 or higher on the Music Reading Assessment.</b>			

## Example 4: English Language Learner Teacher

Teacher(s): Elementary English Language Learner (ELL)

Pre-Work: Step 1	Approved Assessment	Assessment: <i>WIDA</i>		
	Approved Mastery Score	Score: <i>Maintain or increase proficiency level, depending on starting point.</i>		
Pre-Work: Step 2	Level of Student Preparedness	High – <i>1 student at Proficiency Level 5-6</i> Medium - <i>3 students at Proficiency Level 3-4</i> Low – <i>4 students at Proficiency Level 1 or 2</i>		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	<i>At least 6 of 8 English Learner students will maintain or increase one or more proficiency levels on the WIDA assessment.</i>	<i>At least 5 of 8 English Learner students will maintain or increase one or more proficiency levels on the WIDA assessment.</i>	<i>At least 3 of 8 English Learner students will maintain or increase one or more proficiency levels on the WIDA assessment.</i>	<i>Fewer than 3 English Learner Students maintained or increased one or more proficiency levels on the WIDA assessment.</i>

Pre-Work: Step 1	Approved Assessment	Assessment: <i>SRI</i>		
Pre-Work: Step 2	Level of Student Preparedness	Low (pulled from class above): <i>4 Students</i>		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>Met goal or otherwise demonstrated significant student mastery or progress</i>	<i>Did not fully meet goal, but showed some student mastery or progress.</i>	<i>Did not meet goal, little to no student mastery or progress.</i>
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 <i>4 Students</i> Targeted IN Content Standards: <i>Standards 2 and 3</i>  Students will grow an average of at least 150 Lexiles from beginning of year assessment.			

## Example 5: Middle School ELA Teacher

Teacher(s): 3-8 English Language Arts Teacher

Pre-Work: Step 1	Approved Assessment	Assessment: <i>iReady Reading</i>		
	Approved Mastery Score	Score: <i>LEVEL 3: At Proficiency or LEVEL 4: Above Proficiency</i>		
Pre-Work: Step 2	Level of Student Preparedness	High – 2 Medium - 8 Low – 12		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	<i>At least 17 of 22 students achieve a LEVEL 3: At Proficiency or LEVEL 4: Above Proficiency on the iReady Reading Assessment</i>	<i>At least 14 of 22 students achieve a LEVEL 3: At Proficiency or LEVEL 4: Above Proficiency on the iReady Reading Assessment</i>	<i>At least 8 of 22 students achieve a LEVEL 3: At Proficiency or LEVEL 4: Above Proficiency on the iReady Reading Assessment</i>	<i>Fewer than 8 of 22 students achieve a LEVEL 3: At Proficiency or LEVEL 4: Above Proficiency on the iReady Reading Assessment</i>

Pre-Work: Step 1	Approved Assessment	Assessment: <i>iReady</i>		
Pre-Work: Step 2	Level of Student Preparedness	Low (pulled from class above): <i>12 Students</i>		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>Met goal or otherwise demonstrated significant student mastery or progress</i>	<i>Did not fully meet goal, but showed some student mastery or progress.</i>	<i>Did not meet goal, little to no student mastery or progress.</i>
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 <i>12 Students</i> Targeted IN Content Standards: <i>ELA Standards 1-6</i> Growth and/or Mastery Goal: <i>Students will grow at least ____ (use typical and stretch growth numbers from iReady) by the end of year assessment.</i>			

## Example 6: High School 10<sup>th</sup> Grade English Teacher

Teacher(s): 10th Grade English

Pre-Work: Step 1	Approved Assessment	Assessment: <i>ECA (End of Course Assessment)</i>		
	Approved Mastery Score	Score: <i>Pass</i>		
Pre-Work: Step 2	Level of Student Preparedness	High – 3 Medium - 17 Low – 6		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	<i>At least 24 of 26 students achieve a Pass or Pass+ on the state End of Course Assessment.</i>	<i>At least 21 of 26 students achieve a Pass or Pass+ on the state End of Course Assessment.</i>	<i>At least 16 of 26 students achieve a Pass or Pass+ on the state End of Course Assessment.</i>	<i>Fewer than 16 of 26 students achieve a Pass or Pass+ on the state End of Course Assessment.</i>

Pre-Work: Step 1	Approved Assessment	Assessment: <i>SRI</i>		
Pre-Work: Step 2	Level of Student Preparedness	Low (pulled from class above): <i>6 Students</i>		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>Met goal or otherwise demonstrated significant student mastery or progress</i>	<i>Did not fully meet goal, but showed some student mastery or progress.</i>	<i>Did not meet goal, little to no student mastery or progress.</i>
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 <b>6 Students</b> Targeted IN Content Standards: <b>Standards 2 and 3</b>  Goal: Students in low group will grow at least an average of 75 Lexiles.			

## Example 7: High School AP Chemistry Teacher

Teacher(s): AP Chemistry Teacher

Pre-Work: Step 1	Approved Assessment	Assessment: <i>AP Chemistry Exam</i>		
	Approved Mastery Score	Score: <i>3</i>		
Pre-Work: Step 2	Level of Student Preparedness	High – <i>11</i> Medium – <i>9</i> Low – <i>0</i>		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	<i>At least 20 of 20 students achieve a score of 3 or higher on the College Board Exam.</i>	<i>At least 17 of 20 students achieve a score of 3 or higher on the College Board Exam.</i>	<i>At least 14 of 20 students achieve a score of 3 or higher on the College Board Exam.</i>	<i>Fewer than 14 of 20 students achieve a score of 3 or higher on the College Board Exam.</i>

Pre-Work: Step 1	Approved Assessment	Assessment: <i>School Created Advanced Stoichiometry Assessment</i>		
Pre-Work: Step 2	Level of Student Preparedness	Low (pulled from class above): <i>No students in this bucket. Medium: 9 students</i>		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>Met goal or otherwise demonstrated significant student mastery or progress</i>	<i>Did not fully meet goal, but showed some student mastery or progress.</i>	<i>Did not meet goal, little to no student mastery or progress.</i>
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 <i>No students in this bucket due to pre-requisite for course enrollment. Target 9 medium level students.</i> Targeted IN Content Standards: <b>Standard 4: Reactions and Stoichiometry</b> Growth and/or Mastery Goal: <i>All targeted students will achieve a score of 12 out of 15 or higher on the Advanced Stoichiometry assessment.</i>			



## Example 8: High School 11<sup>th</sup> Grade U.S. History Teacher

Teacher(s): 11th Grade U.S. History Teacher

Pre-Work: Step 1	Approved Assessment	Assessment: <i>Department Created End of Course Assessment</i>		
	Approved Mastery Score	Score: <i>65 out of 80 or 81%</i>		
Pre-Work: Step 2	Level of Student Preparedness	High – 5 Medium - 10 Low – 10		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	<i>At least 21 of 25 students achieve a score of 65 out of 80 or above on the End of Course Assessment.</i>	<i>At least 19 of 25 students achieve a score of 65 out of 80 or above on the End of Course Assessment.</i>	<i>At least 15 of 25 students achieve a score of 65 out of 80 or above on the End of Course Assessment.</i>	<i>Fewer than 15 of 25 students achieve a score of 65 out of 80 on the End of Course Assessment.</i>

Pre-Work: Step 1	Approved Assessment	Assessment: <i>Department Created End of Course Assessment</i>		
Pre-Work: Step 2	Level of Student Preparedness	Low (pulled from class above): <i>10 Students</i>		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>Met goal or otherwise demonstrated significant student mastery or progress</i>	<i>Did not fully meet goal, but showed some student mastery or progress.</i>	<i>Did not meet goal, little to no student mastery or progress.</i>
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 <i>10 Students</i> Targeted IN Content Standards: <i>Common Core State Standards for Literacy in History/Social Studies</i> Growth and/or Mastery Goal: <i>8 out of 10 targeted students will correctly answer at least 12 of 15 questions targeting Common Core Literacy Standards for History/Social Studies on the End of Course Assessment.</i>			

## Example 9: High School Drama Teacher

Teacher(s): High School (9-12) Theatre Teacher

Pre-Work: Step 1	Approved Assessment	Assessment: <i>Classroom Teacher Created End of Course Assessment</i>		
	Approved Mastery Score	Score: <i>85 out of 100 or 85%</i>		
Pre-Work: Step 2	Level of Student Preparedness	High – <i>6</i> Medium – <i>15</i> Low – <i>3</i>		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	<i>At least 23 of 24 students achieve a score of 85 out of 100 or above on the End of Course Assessment.</i>	<i>At least 20 of 24 students achieve a score of 85 out of 100 or above on the End of Course Assessment.</i>	<i>At least 16 of 24 students achieve a score of 85 out of 100 or above on the End of Course Assessment.</i>	<i>Fewer than 16 of 24 students achieve a score of 85 out of 100 on the End of Course Assessment.</i>

Pre-Work: Step 1	Approved Assessment	Assessment: <i>Student Performance Rubric</i>		
Pre-Work: Step 2	Level of Student Preparedness	Low (pulled from class above): <i>3 Students</i>		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>Met goal or otherwise demonstrated significant student mastery or progress</i>	<i>Did not fully meet goal, but showed some student mastery or progress.</i>	<i>Did not meet goal, little to no student mastery or progress.</i>
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 <i>3 Students</i> Targeted IN Content Standards: <i>Standard 6 (Students create scripts and theatre pieces through collaboration, inquiry, and improvisation) and Standard 8 (Students develop acting skills through observation, improvisation, and script analysis.</i> Growth and/or Mastery Goal: <i>2 out of 3 targeted students will achieve a score of 4 out of 6 or higher on the Student Performance Rubric assessing student mastery of Indiana Academic Theatre Standards 6 and 8.</i>			

## Example 10: High School Geometry Teacher

Teacher(s): High School (9-12) Geometry Teacher

Pre-Work: Step 1	Approved Assessment	Assessment 1: <b>Geometry Semester 1 Final Exam</b> Assessment 2: <b>Geometry Semester 2 Final Exam</b>		
	Approved Mastery Score	Score 1: <b>Semester 1 Exam = 87/100</b> Score 2: <b>Semester 1 Exam = 82/100</b>		
Pre-Work: Step 2	Level of Student Preparedness	High – 7 Medium – 13 Low – 5		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	At least 22 of 25 students achieve a score of 82 out of 100 or above on the Geometry Semester 1 Final Exam  AND At least 22 of 25 students achieve a score of 87 out of 100 or above on the Geometry Semester 2 Final Exam.	At least 19 of 25 students achieve a score of 82 out of 100 or above on the Geometry Semester 1 Final Exam  AND At least 19 of 25 students achieve a score of 87 out of 100 or above on the Geometry Semester 2 Final Exam.	At least 16 of 25 students achieve a score of 82 out of 100 or above on the Geometry Semester 1 Final Exam  AND At least 16 of 25 students achieve a score of 87 out of 100 or above on the Geometry Semester 2 Final Exam.	Fewer than 16 of 25 students achieve a score of 82 out of 100 or above on the Geometry Semester 1 Final Exam  AND Fewer than 16 of 25 students achieve a score of 87 out of 100 or above on the Geometry Semester 2 Final Exam.

re-Work: Step 1	Approved Assessment	Assessment 1: <b>Geometry Semester 1 Final Exam</b> Assessment 2: <b>Geometry Semester 2 Final Exam</b>		
Pre-Work: Step 2	Level of Student Preparedness	Low (pulled from class above): <b>5 Students</b>		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>Met goal or otherwise demonstrated significant student mastery or progress</i>	<i>Did not fully meet goal, but showed some student mastery or progress.</i>	<i>Did not meet goal, little to no student mastery or progress.</i>
Step 3: Targeted Learning Objective	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 <b>5 Students</b> Targeted IN Content Standards: <b>MA.G.8 2000 - Mathematical Reasoning and Problem Solving</b> Growth and/or Mastery Goal: <b>3 out of 5 targeted students will answer at least 6 of 10 problem-solving questions correctly on EACH end of semester exam.</b>			

## **NEGATIVE IMPACT ON STUDENT LEARNING**

2020 Update – House Bill 1002 – Public Law 150 went into effect on March 30, 2020. This removed the evaluation requirement for the Individual Growth Model. However, districts are still required to have a provision for teachers who negatively affect student achievement and growth. A teacher making a negative impact cannot receive a rating of highly effective or effective.

(1) Negative impact on student growth shall be defined locally where data (i.e. iReady, locally approved assessments, WIDA, ILEARN, SRI etc.), shows a significant number of students across a teacher's class(es) fails to demonstrate student learning or mastery of state standards.

## **NEGATIVE IMPACT DEFINED**

School corporations are required to define negative impact. Although the SBOE provides flexibility in how negative impact is defined for locally selected assessments, definitions need to address three key areas:

1. Academic standards – the subject or content standards teachers are responsible for teaching.
2. Demonstration of mastery–the degree to which students will master the standards, and the method by which this mastery will be demonstrated and measured.
3. Significant number of students – the number of students assigned to a specific teacher who must fail to demonstrate mastery of the academic standards for a teacher to be identified as negatively impacting student learning.

Local definitions of negative impact on student learning should be based on the objective measures of student achievement and growth selected for use in teachers' performance evaluation systems.

Criteria for the three key areas mentioned above should be defined as teachers and administrators collaborate to set expectations for student learning and teacher performance at the beginning of each school year.

## **NEGATIVE IMPACT AND OVERALL FINAL EVALUATION RATING**

1. A "NEGATIVE IMPACT" is defined by North Spencer as fewer than 10% of all tested students making at least typical growth or fewer than 10% showing growth or achieving mastery. Negative Impact data is based on the growth and achievement of all the teacher's students.
2. Teachers making a "NEGATIVE IMPACT" CANNOT receive an overall evaluation rating higher than "Improvement Necessary"

**Final Teacher Summative Rating Form**

Name \_\_\_\_\_ School Year \_\_\_\_\_  
 Grade Level/Subject \_\_\_\_\_

**Teacher Effectiveness Rubric**

	Rating (1-4)	Weight	Weighted Rating
Domain 1: Planning		10%	
Domain 2: Instruction		65%	
Domain 3: Leadership		25%	
<b>Final Score</b>			

The calculation here is as follows:

- 1) Rating x Weight = Weighted Rating    2) Sum of Weighted Ratings = Final Scores

**Student Learning Objectives Weighted Scores**

Objective	Rating (1-4)	Weight	Weighted Rating
Class		50%	
Targeted		50%	
<b>Final Student Learning Objectives Score:</b>			

Follow the following formula to calculate by hand:

- 1) Rating \* % Weight = Weighted Rating  
 2) Sum of Weighted Ratings = Final Student Learning Objectives Score

**Final Student Learning Objectives Score:** \_\_\_\_\_

**Final Summative Rating**

Use the appropriate weights to calculate the final rating:

Measure	Rating (1-4)	GROUP 1 Weights	Weighted Rating
Teacher Effectiveness Rubric		70%	
Indiana Growth Model		5%	
Student Learning Objectives		15%	
School-wide Learning Measure*		10%	
<b>Final Summative Score:</b>			

\* All teachers in the same school should have the same rating on this measure

Follow the following formula to calculate by hand:

- 1) Rating \* % Weight = Weighted Rating    2) Sum of Weighted Ratings = Final Summative Score

**Final Summative Evaluation Score:** \_\_\_\_\_

Use the chart below and the Final Summative Evaluation Score to determine the teacher's final rating.

*\*\*A teacher who negatively effects student achievement and or growth cannot achieve a rating of a 3 or 4 whether this is a result of the state assessment or the corporation approved assessment. See examples.*

Ineffective	Improvement Necessary	Effective	Highly Effective	
1.0 Points	1.75 Points	2.5 Points	3.5 Points	4.0 Points

Note: Borderline points always round up.

**Final Summative Rating:**

☐ Ineffective

☐ Improvement Necessary

☐ Effective

☐ Highly Effective

**NOTES Regarding Negative Impact:**

☐ Negative Impact

☐ No Negative Impact

**Teacher Signature**

I have met with my evaluator to discuss the information on this form and have received a copy.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Evaluator Signature**

I have met with this teacher to discuss the information on this form and provided a copy.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*\*\* A teacher who receives a rating of ineffective may submit a written request for a private conference with the superintendent or the superintendent's designee not later than five (5) school days after receiving notice that the teacher received a rating of ineffective. The teacher is entitled to a private conference with the superintendent or the superintendent's designee.*

## Performance Improvement Plan

Using relevant student learning data, evaluation feedback and previous professional development, establish 3 areas of performance improvement to be completed within 90 school days below. Each of your goals is important but you should rank your goals in order of priority. On the following pages, complete the performance improvement plan form for each goal. Goals and action steps must be approved by administrator.

<b>Performance Improvement Goals</b>	<b>Date Achieved</b>
1.	
2.	
3.	

<b>Name:</b>			
<b>School:</b>			
<b>Grade Level(s):</b>		<b>Subject(s):</b>	
<b>Date Developed:</b>		<b>Date – end of 90 days</b>	
<i>Primary Evaluator Approval</i>	X	<i>Teacher Approval</i>	X

Performance Improvement Plan Goal #1						
Overall Goal: <i>Using your most recent evaluation, identify a performance improvement plan goal below. Include how you will know that your goal has been achieved. Identify alignment to evaluation framework: (ex: teacher practice domain 2, competency 2.2)</i>	Action Steps and Data: <i>Include detailed steps and the data you will use to determine whether each benchmark is met</i>	Benchmarks and Data: <i>Set benchmarks to check your progress throughout the year (maximum of 3). Also include data you will use to ensure your progress is adequate at each benchmark.</i>				Evidence of Achievement: <i>How do you know that your goal has been met?</i>
	Action Step 1	___/___/___	___/___/___	___/___/___	___/___/___	
		Data:	Data:	Data:	Data:	
	Action Step 2	___/___/___	___/___/___	___/___/___	___/___/___	
Data:		Data:	Data:	Data:		



Performance Improvement Plan Goal #2						
Overall Goal: <i>Using your most recent evaluation, identify a performance improvement goal below. Include how you will know that your goal has been achieved. Identify alignment to evaluation framework: (ex: teacher practice domain 2, competency 2.2)</i>	Action Steps and Data: <i>Include detailed steps and the data you will use to determine whether each benchmark is met</i>	Benchmarks and Data: <i>Set benchmarks to check your progress throughout the year (maximum of 3). Also include data you will use to ensure your progress is adequate at each benchmark.</i>				Evidence of Achievement: <i>How do you know that your goal has been met?</i>
	Action Step 1	___/___/___	___/___/___	___/___/___	___/___/___	
		Data:	Data:	Data:	Data:	
	Action Step 2	___/___/___	___/___/___	___/___/___	___/___/___	
Data:		Data:	Data:	Data:		

Performance Improvement Plan Goal #3						
Overall Goal: <i>Using your most recent evaluation, identify a performance improvement goal below. Include how you will know that your goal has been achieved. Identify alignment to evaluation framework: (ex: teacher practice domain 2, competency 2.2)</i>	Action Steps and Data: <i>Include detailed steps and the data you will use to determine whether each benchmark is met</i>	Benchmarks and Data: <i>Set benchmarks to check your progress throughout the year (maximum of 3). Also include data you will use to ensure your progress is adequate at each benchmark.</i>				Evidence of Achievement: <i>How do you know that your goal has been met?</i>
	Action Step 1	___/___/___	___/___/___	___/___/___	___/___/___	
		Data:	Data:	Data:	Data:	
	Action Step 2	___/___/___	___/___/___	___/___/___	___/___/___	
Data:		Data:	Data:	Data:		

## Professional Contribution Log

Name \_\_\_\_\_ School \_\_\_\_\_ School Year \_\_\_\_\_

<b>Date</b>	<b>Event or Service</b> (e.g., conference presentation, mentoring)	<b>Contribution</b>

School and District Contribution Log		
Name _____	School _____	School Year _____

School and District Contribution Log		
Name _____	School _____	School Year _____

[illegible]

## Professional Development Log

Name \_\_\_\_\_ School \_\_\_\_\_ School Year \_\_\_\_\_

<b>Date</b>	<b>Event</b> (e.g., workshop, course)	<b>Benefits Derived</b>	<b>How was the information shared with your colleagues?</b>

## Family Contact Log

Name \_\_\_\_\_ School \_\_\_\_\_ School Year \_\_\_\_\_

<b>Date</b>	<b>Person Contacted</b>	<b>Type of Contact</b> (person, phone, e-mail, newsletter, etc.)	<b>Purpose</b>	<b>Outcome</b>

# **NORTH SPENCER COUNTY SCHOOL CORPORATION RISE**

**3720E SR 162  
P.O. Box 316  
Lincoln City, Indiana 47552  
RISE**

## **A Guide To Teacher Evaluation and Professional Growth**

I have received this plan. \_\_\_\_\_ (     ) initial here

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

I have been trained in the plan. \_\_\_\_\_ (     ) initial here

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

## GLOSSARY -

- **Achievement:** Defined as meeting a uniform and pre-determined level of mastery on subject or grade level standards. Achievement is a set point or “bar” that is the same for all students, regardless of where they begin.
- **Beginning-of-Year Conference:** A conference in the fall during which a teacher and primary evaluator discuss the teacher’s prior year performance and Performance Improvement Plan (if applicable).
- **Certificated Employee:** Certificated employee means a person: 1) whose contract with the school corporation requires that the person hold a license or permit from the division of professional standards of the department under IC 20-28; or 2) who is employed as a teacher by a charter school established under IC 20-24
- **Class Objective:** A mastery goal based on students’ starting point for a class of students covering all of the Indiana content standards for the course.
- **Classroom Assessment:** A teacher-developed assessment used by a single teacher for a particular course, e.g., a teacher’s world history final exam that only this particular teacher uses. Please note that a classroom assessment does not refer to an assessment created by and administered by *groups* of teachers (see school assessment)
- **Competency:** There are nineteen competencies, or skills of an effective teacher, in the Indiana Teacher Effectiveness Rubric. These competencies are split between the four domains. Each competency has a list of observable indicators for evaluators to look for during an observation.
- **Content Mastery Standard:** A score on an assessment that a student must obtain in order be considered as having achieved mastery. The content mastery standard is typically between passing and 100%.
- **Corporation Assessment:** A common assessment that is mandated or optional for use corporation-wide. May have either been created by teachers within the corporation or purchased from an assessment vendor. Some examples are mCLASS, AP, and NWEA.
- **Domain:** There are four domains, or broad areas of instructional focus, included in the Indiana Teacher Effectiveness Rubric: Planning, Instruction, Leadership, and Core Professionalism. Under each domain, competencies describe the essential skills of effective instruction.
- **End-of-Course Assessment:** An assessment given at the end of the school year or semester course that measures mastery in a given content area. The state currently offers end-of-course assessments in Algebra I, English 10, and Biology I. However, many corporations and schools have end-of-course assessments that they have created on their own. Depending on the class, an end-of-course assessment may be a project instead of a paper-and-pencil test.
- **Extended Observation:** An observation lasting a minimum of 40 minutes (1 class period). First extended observation is planned and accompanied by a required pre-conference and mandatory post-conference including written feedback within five school days of the observation. The second extended observation is unplanned, lasts for a period of 40 minutes or 1 class period and contains a mandatory post-conference including written feedback within five school days of the observation.
- **Five-Star Evaluation Tool** – an online observation/evaluation tool aligned with the North Spencer County School Corporation RISE model.
- **Group 1 Teacher:** For the purpose of summative weighting, a group 1 teacher is a teacher for whom half or more of their “classes” have growth model data. More specifically, this includes any teacher in grades 4-8 that teaches both ELA and Math OR any teacher in grades 4-8 that teaches either ELA or Math for half or more of time spent teaching during the day.
- **Growth:** Improving skills required to achieve mastery on a subject or grade level standard over a period of time. Growth differentiates mastery expectations based on baseline performance.
- **Individual Growth Model:** This growth rating is one of two methods used to measure student learning. The other method is Student Learning Objectives. For teachers, the IN Growth Model rating is calculated by measuring the progress of students in a teacher’s class to students throughout the state



who have the same score history (their academic peers). To increase the accuracy and precision of this growth rating, the score will reflect three years' worth of assessment data where available. Currently, growth model data only exists for students in grades 4-8 in ELA and math.

- **Indiana Teacher Effectiveness Rubric:** The Indiana Teacher Effectiveness Rubric was written by an evaluation committee of education stakeholders from around the state. The rubric includes nineteen competencies and three primary domains: Planning, Instruction, and Leadership. It also includes a fourth domain: Core Professionalism, used to measure the fundamental aspects of teaching, such as attendance.
- **Indicator:** These are observable pieces of information for evaluators to look for during an observation. Indicators are listed under each competency in the Indiana Teacher Effectiveness Rubric.
- **Mid-Course Check-In:** A conference in the middle of the year in which the primary evaluator and teacher meet to discuss progress made towards Student Learning Objectives.
- **Mid-Year Conference:** An optional conference in the middle of the year in which the primary evaluator and teacher meet to discuss performance thus far which may lead to the development of a Performance Improvement Plan.
- **Negative Growth Impact:** Per code 20-28-11.5-4c6 – A provision that a teacher who negative affects student achievement and growth cannot receive a rating of highly effective or effective.
- **Performance Improvement Plan Goals:** These goals, identified through self-assessment and reviewing prior evaluation data, are the focus of the teacher's Performance Improvement Plan over the course of the year. Each goal will be specific and measurable, with clear benchmarks for success.
- **Performance Improvement Plan:** When efforts to improve areas in need of improvement through ongoing conferences and observations are not successful, a Performance Improvement Plan (PIP) will be created. This may occur any time throughout the year.
- **Performance Level Ratings:** Each teacher will receive a rating at the end of the school year in one of four performance levels:

▣ **Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The highly effective teacher's students, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

▣ **Effective:** An *effective* teacher consistently meets expectations. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The effective teacher's students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

▣ **Improvement Necessary:** A teacher who is rated as *improvement necessary* requires a change in performance before he/she meets expectations. This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a teacher rated improvement necessary have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

▣ **Ineffective:** An *ineffective* teacher consistently fails to meet expectations. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected

competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

- **Post-Conference:** A required conference that takes place after an extended observation during which the evaluator provides feedback verbally and in writing to the teacher.
- **Pre-Conference:** A required conference that takes place before the first extended observation during which the evaluator and teacher discuss important elements of the lesson or class that might be relevant to the observation.
- **Primary Evaluator:** The person chiefly responsible for evaluating a teacher. This evaluator approves Professional Development Plans (when applicable) in the fall and assigns the summative rating in the spring. Each teacher has only one primary evaluator. The primary evaluator must perform a minimum of one extended and one short observation.
- **Professional Judgment:** A primary evaluator's ability to look at information gathered and make an informed decision on a teacher's performance without using a predetermined formula.
- **Professional Practice** – Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Indiana Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism.
- **Professional Practice:** Professional Practice is the first of two major components of the summative evaluation score (the other is Student Learning). This component consists of information gathered through observations using the Indiana Teacher Effectiveness Rubric and conferences during which evaluators and teachers may review additional materials.
- **School-wide Accountability** - Because it is important for teachers to have a common mission of improving student achievement, all teachers will also have a component of their evaluation score tied to school-wide student learning by aligning with Indiana's new A-F accountability model. The new A-F accountability model will be based on several metrics of school performance, including the percent of students passing the math and ELA ILEARN, I-AM, and ISTAR for elementary and middle schools, and Algebra I and English 10 ECA scores as well as graduation rates and college and career readiness for high schools. Additionally, school accountability grades may be raised or lowered based on participation rates and student growth (for elementary and middle schools) and improvement in scores (for high schools.)

All teachers in the same school will receive the same rating for this measure. Though the A-F accountability model is still in draft form and will be finalized soon, preliminarily, teachers in schools earning an A will earn 4 on this measure; teachers in a B school will earn a 3; teachers in a C school receive a 2; and teachers who work in either a D or F school earn a 1 on this measure.

- **School Assessment:** Assessments developed by groups of teachers that are mandated or optional for use school-wide, e.g., end-of-course assessments written by science teachers and used in all chemistry courses in the school.
- **Secondary Evaluator:** An evaluator whose observations, feedback, and information gathering informs the work of a primary evaluator.
- **Short Observation:** An unannounced observation lasting a minimum of 10 minutes. There are no conferencing requirements for short observations. Feedback in writing must be delivered within two school days.
- **Statewide Assessment:** An assessment that is mandated for use state-wide, e.g., ECAs, ISTEP+, ILEARN, WIDA
- **Student Learning Objective:** A long-term academic goal that teachers and evaluators set for groups of students. It must be specific and measureable, based on available prior student learning data, aligned to state standards when available, and based on growth and achievement.
- **Student Learning:** Student Learning is the second major component of the summative evaluation score (the first is Professional Practice). Student Learning is measured by a teacher's individual Indiana Growth Model data (when available), school-wide Indiana Growth Model data, and Student Learning Objectives. These elements of student learning are weighted differently depending on the mix of classes a teacher teaches.
- **Summative Conference:** A conference in the spring where the primary evaluator and teacher discuss performance from throughout the year leading to a summative rating.
- **Summative Rating:** The final summative rating is a combination of a teacher's Professional Practice rating and the measures of Student Learning. These elements of the summative rating are weighted differently depending on the mix of classes a teacher teaches. The final score is mapped on to a point scale. The points correspond to the four summative ratings: Highly Effective, Effective, Improvement Necessary, and Ineffective.
- **Targeted Objective:** A growth and/or achievement goal that may cover either all or a sub-set of Indiana content standards targeted at students beginning the class at a low level of preparedness.
- **Teacher:** Teacher means a professional person whose position in a school corporation requires certain educational preparation and licensing and whose primary responsibility is the instruction of students. For purposes of IC 20-28, the term includes the following: 1) Superintendent 2) Principal 3) Teacher 4) Librarian

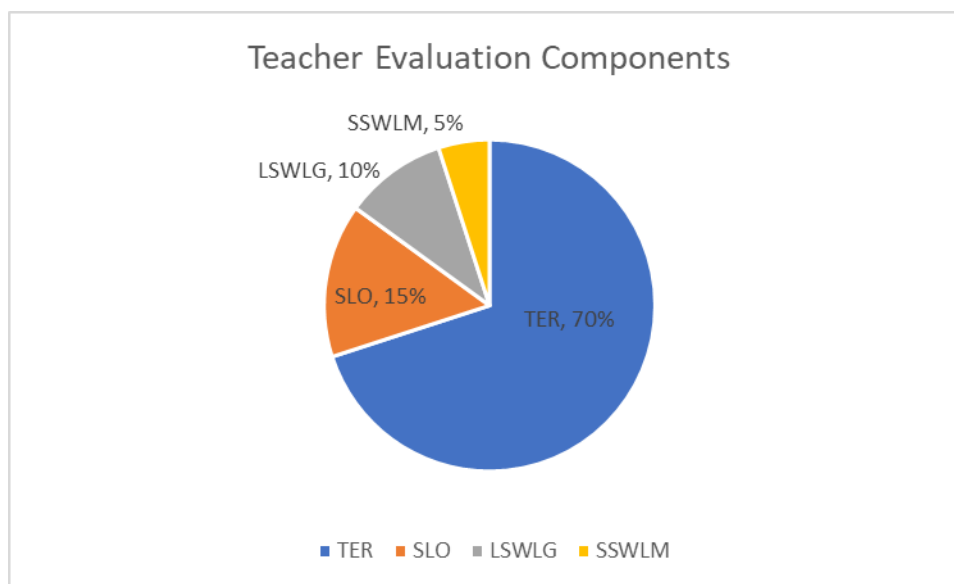
North Spencer County  
**School Corporation-RISE**

**Student Learning Objectives (SLO)**  
**Component 2**

K-12 Classroom Teachers  
K-12 Special Education Teachers  
Elementary Media Specialist  
Secondary Librarian

## Measures of Student Learning in NSCSC RISE

Measures of student learning make up between 20 to 50 percent of a teacher's final evaluation rating. A major portion of this percentage comes from state assessment Individual Growth Model data. But not all teachers have Growth Model data available from the state, and the Growth Model only accounts for students' growth in math and English language arts. To complement the Growth Model, and to account for those teachers who do not have such data available, NSCSC RISE also includes measures of students' progress toward specific growth or achievement goals, known as Student Learning Objectives.



**Key:**

TER: Teacher Effectiveness Rubric

SLO: Student Learning Objective

SSWLG: State School-Wide Letter Grade

LSWLG: Local School-wide Literacy Growth (SRI)

## What are Student Learning Objectives?

Effective teachers have learning goals for their students and use assessments to measure progress toward these goals. They review state and national standards, account for students' starting points, give assessments aligned to those standards, and measure how their students grow during the school year. For those who teach 4<sup>th</sup> through 8<sup>th</sup> grade math or ELA, information on the extent to which students grow academically is provided annually in the form of the Indiana Growth Model. Yet teachers of other grades and subjects do not have such information available. The NSCSC RISE system fills these information gaps with Student Learning Objectives.

A **Student Learning Objective** is a long-term academic goal that teachers and evaluators set for groups of students. It must be:

- Specific and measureable
- Based on available prior student learning data
- Aligned to state standards
- Based on growth and achievement

## The Purpose of Student Learning Objectives

The process of setting Student Learning Objectives requires teachers to create standards-aligned goals and to use assessments to measure student progress. This allows teachers to plan backward from an end vision of student success, ensuring that every minute of instruction is pushing teachers and schools toward a common vision of good instruction and achievement. By implementing Student Learning Objectives, NSCSC RISE seeks to make these best practices a part of every teacher's planning.

As part of NSCSC RISE, all teachers will set Student Learning Objectives. For some, setting or evaluating Student Learning Objectives represents a major shift in practice. It will require the type of collaboration and use of data that might be new and, at first, challenging. However, the result will be more purposeful instruction, closer monitoring of student progress, and, ultimately, greater student achievement.

## Student Learning Objectives in NSCSC RISE

Student Learning Objectives in NSCSC RISE are targets of student growth and achievement that teachers and students work towards throughout the year. Although the goal is to eventually have teachers account for all students with measurable learning goals, in the first year of NSCSC RISE, all teachers will set two Objectives covering just one of their classes.

Teachers who have individual Growth Model data (grades 4-8 ELA and Math teachers) should, wherever possible, set Learning Objectives around any non-Growth Model subjects they teach (for example, Science and Social Studies). Student Learning Objectives are designed to expand coverage, and in this case, if we already have a good growth measure for ELA and Math, we want to develop a measure for the other subjects that a teacher teaches.

Teachers set two types of Student Learning Objectives in NSCSC RISE: A Class and Targeted Objective.

- A **Class Objective** is a mastery goal based on students' starting point for a class or classes of students covering all of the Indiana content standards for the course.
- A **Targeted Objective** is a growth and/or achievement goal that may cover either all or a sub-set of Indiana content standards targeted at students beginning the class at a low level of preparedness.

### Class Objectives

A teacher's Class Objective accounts for the learning of all students in a class and all content standards in a course. Whether a teacher earns a Highly Effective, Effective, Improvement Necessary, or Ineffective rating depends on the extent to which he or she moves students from their starting points to achieve content mastery.

Class Objective	Based on students' starting points, the	Based on students' starting points, the	Based on students' starting points, the	Based on students' starting points, the
	teacher moved an exceptional number of students to achieve content mastery.	teacher moved a significant number of students to achieve content mastery.	teacher moved a less than significant number of students to achieve content mastery.	teacher moved few students to achieve content mastery.

A Class Objective is both an achievement- and growth-based goal. Class Objectives define what content mastery looks like for a specific class, and holds students and their teachers accountable for meeting this mastery standard. In this sense, Class Objectives are achievement goals. But Class Objectives also have teachers examine and consider students' starting points in order to set a learning objective for the entire class that is both ambitious and feasible. In this sense, Class Objectives are also growth goals.

The specific details of how teachers set the Class Objective, and the ways in which it includes both achievement and growth, can be found in Step 3. But by incorporating both achievement and growth into a single objective, teachers and administrators can be confident that the Class Learning Objective maintains high expectations for all students while accounting for where students begin.

## Targeted Objectives

The learning progress made by those students who begin a year behind grade level or begin a course without adequate preparation is especially important. Without a focused effort to help these students develop academically, they are likely to fall further behind their peers. The Targeted Learning Objective focuses on teachers' efforts to improve these students' academic progress.

A Targeted Objective allows teachers to set an achievement- or growth- based goal that centers on the type of content that students beginning a course minimally prepared need most. Unlike the Class Objective, a teacher chooses a single goal for the Targeted Objective and is evaluated on the extent to which he or she meets this goal.

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Targeted Objective	The teacher has surpassed expectations described in the Student Learning Objective and/or demonstrated an outstanding impact on student learning.	The teacher has met the expectation described in the Student Learning Objective and/or has demonstrated a considerable impact on student learning.	The teacher has not fully met the expectation described in the Student Learning Objective, but has still demonstrated some impact on student learning.	The teacher has not met the expectation described in the Student Learning Objective and has demonstrated an insufficient impact on student learning.

## A Collaborative Process

In NSCSC RISE, Student Learning Objectives, wherever possible, should not be written, set, or assessed by a single teacher or evaluator. Instead, teachers are expected to work with other teachers, curriculum leaders and evaluators to identify or create high quality common assessments, and determine what content mastery looks like and how to assess it. They should share information on students' academic starting points, and work together to help those students who need it most. By working together, teachers, principals, and corporation leaders can use the Student Learning Objective component in NSCSC RISE to encourage teacher-teacher and teacher-principal collaboration and center all educators' work on teaching and learning.



# The Student Learning Objective Process

## Overview

The Student Learning Objective process in NSCSC RISE has five steps:

**Step 1:** Choose quality assessments

**Step 2:** Determine students starting points **Step 3:** Set

the Student Learning Objectives **Step 4:** Track progress

and refine instruction **Step 5:** Review results and score

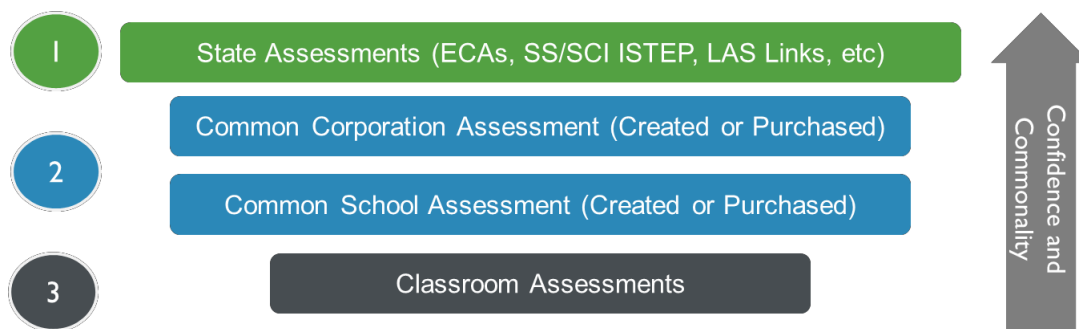
Each step is described in detail below, and forms for all five steps can be found in Appendix B.

## Step 1: Choose Quality Assessments

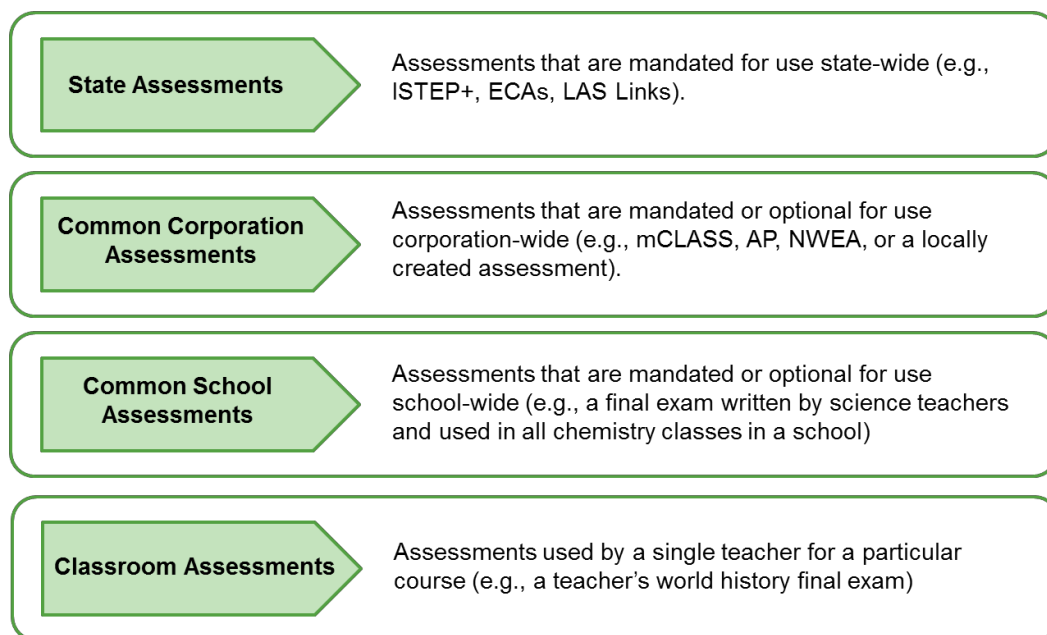
Assessments are central to Student Learning Objectives. Whether and to what extent students have met the objectives set for their learning is determined by their performance on an end-of-course assessment. Choosing a quality assessment is therefore an important first step. Teachers and evaluators must be *confident* that the chosen assessment is aligned to the course content standards, is appropriately rigorous for the grade-level/course and includes questions that require critical thinking, and is formatted in a way that is clear and free from bias.

Moreover, it is important that those who teach the same course or grade use a *common* assessment wherever available. This helps ensure fairness and consistency across classes, and encourages teachers to collaborate around student learning.

The diagram below ranks assessment types based on the amount of confidence one can have in its alignment, rigor, and format, as well as the extent to which they are common across teachers of the same grades and courses.



The type of available assessments from each level of the above hierarchy varies by corporations, but examples of the most widespread are below.



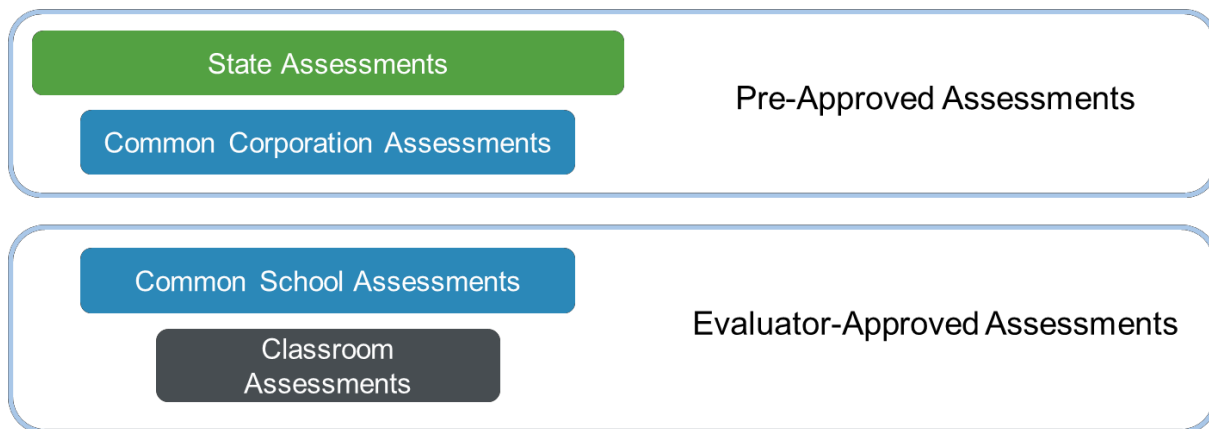
Because the Class Student Learning Objective is a learning goal for an entire class of students covering all of the Indiana content standards for the course, teachers are required to choose the assessment which ranks highest on the above hierarchy for this objective. For example, a 10<sup>th</sup> grade English teacher should set his or her Class Student Learning Objective around the state end-of-course English 10 assessment. A 9<sup>th</sup> grade English teacher, however, should use a common corporation or school assessment, as no state assessments exist for 9<sup>th</sup> grade English.

For their Targeted Learning Objective, teachers may choose an assessment from any level of the above hierarchy, though the assessment must be approved by the evaluator. Because the Targeted Objective may focus on a specific subset of standards, it is important that teachers have the flexibility to choose the assessment best aligned to their goal. More details on the Targeted Learning Objective setting process can be found in the Step 3 section.

Assessment matrices help teachers and evaluators determine the best assessment for their class learning objective as well as list of potential assessments from which a teacher could choose for the targeted learning objective. Assessment matrices also identify courses or grades where no common assessments exist. (NSCSC RISE Assessment Matrices found on Corporation Website.)

### Evaluating Assessments

As shown above, teachers in the same school often have different types of assessments available for Student Learning Objectives. In order to ensure that all assessments used are high quality, each assessment must be rigorously reviewed, evaluated, and approved. In some cases, this process occurs at the state or corporation level; in others, building level administrators must judge the quality of the assessment. Consequently, assessments used for Student Learning Objectives are classified as either pre-approved or evaluator-approved.



*Pre-Approved Assessments.* Assessments provided by the state or available for purchase from independent vendors have been carefully created and reviewed by assessment and education experts. These assessments have been determined to have the necessary alignment, rigor, and format. The quality of these assessments, therefore, is guaranteed to be high, and teachers and schools can confidently use them for Student Learning Objectives without further inspection.

In some situations, especially in larger corporations, common corporation assessments are not purchased from independent vendors but are created by the corporation itself. Though these assessments are still considered pre-approved for use at the school-level, they should first be reviewed and checked for quality. It is up to the corporation to make this determination, but it is recommended that teams of corporation curriculum leaders and teachers complete the approval process described below. Once evaluated and approved, teachers can use these assessments for Student Learning Objectives without further approval.

*Evaluator-Approved Assessments.* When no common state or corporation assessment exists for a given course or grade level, a school- or classroom-level assessment must be used. In many corporations, teachers and curriculum leaders have already created common school assessments, and many teachers

regularly use end-of-course assessments of their own making. Although many of these assessments are thoughtfully created, they must be evaluated and approved before they can be used for Student Learning Objectives. In order to be approved, an evaluator and teacher(s) work together to demonstrate that an assessment meets three criteria:

- **Alignment and Stretch:** The assessment covers all key subject/grade-level content standards (alignment), and partly assesses pre-requisite objectives from prior years and objectives from the next year/course (stretch).
- **Rigor and Complexity:** The assessment's items, tasks, and rubrics are appropriately challenging for the grade-level/course (rigor), and include items or tasks that require critical thinking and deep levels of student understanding (complexity).
- **Format captures true mastery:** The assessment is written clearly, is feasible in the amount of time allotted, is free from bias, has specific scoring guidelines or rubrics that articulate what students are expected to know and do, and differentiates between levels of knowledge/mastery.

Before an assessment is submitted to an evaluator for approval, the teacher or group of teachers who plan to use the assessment for a Student Learning Objective must complete a Pre-Approval Assessment Form that documents the alignment between the assessment questions/tasks and core course standards, and demonstrates that the assessment includes questions at varying levels of rigor and complexity. After examining the pre-approval form, evaluators then use an Assessment Approval Checklist to review the assessment for the three criteria and approve the assessment or provide revision feedback to teachers. The appropriate forms for this process can be found in Appendix B.

It is important to note that whenever possible, teachers should collaborate on identifying, developing, and pre-approving assessments. This reduces the number of assessments evaluators must approve, and encourages common planning. To help in this effort, grade level leaders, department heads, secondary evaluators, and coaches should support the process of assessment development and approval.

### Identifying the Content Mastery Standard

In addition to reviewing assessments for their quality, approving assessments also requires teachers and evaluators to agree on the score a student must demonstrate on the assessment to show mastery. Because Class Student Learning Objectives represent a mastery goal based on students' starting points, what mastery looks like for each assessment must be established.

For pre-approved assessments, content mastery standards will be provided by the Indiana Department of Education. This includes all mandatory state tests, such as ILEARN and ECAs, as well as other commonly used state and off-the-shelf assessments such as WIDA. These guidelines can be found in the Appendix. Corporations should provide content mastery standards for those pre-approved corporation-created assessments.

For evaluator-approved assessments, the content mastery standard must be established by the teacher(s) and the evaluator. The content mastery standard falls somewhere between the passing score (e.g., 75% and 100 percent.) It represents the score at which a student has mastered the necessary

content of the course to be successful at the next level. Typically, a passing score on a teacher-created assessment represents the minimum necessary to pass on to the next class or level, but does not necessarily represent mastery. On the other end, a perfect score represents exceptional content knowledge – students have not only mastered the content but demonstrated a deep level of understanding that is above and beyond mastery. Content mastery is somewhere in between – the exact score depends on the assessment, and teachers and evaluators must use their professional judgment to make this determination. The content mastery score will be the same for any teacher using the same assessment.

### **Questions and Answers for Teachers**

***What if I only teach courses covered by the Growth Model, must I still use ILEARN for my Class Objective?***

No, as of March 30, 2020, state assessments may be used, but are no longer required to be tied to a teacher's evaluation. North Spencer has decided to not use ILEARN.

***Are national tests like the AP or ACT/SAT considered pre-approved assessments and if so, can I use them for my Student Learning Objectives?***

Although these are considered pre-approved assessments, there are a couple of important considerations when thinking about these tests for use with Student Learning Objectives. The assessment used must align with and measure all of the Indiana course content standards for the class. Although this may be the case with AP, it is often not with ACT/SAT. Another potential problem with using these assessments is that they often are not free of charge. Unless your corporation pays for the assessment, you cannot be sure that all students will take it, and a Student Learning Objectives must include all students in a given class. Finally, beware of timing of the test. ACT/SAT tests often have multiple administration dates. Unless all students are taking this in the spring, it is difficult to align this with the Student Learning Objective timeline.

***How do I know if my assessment is properly aligned to course standards?***

As part of the pre-approval process, teachers are required to indicate the specific course standard to which each assessment question is aligned. All standards must be indicated, not sub-standards or indicators. To evaluate the degree of alignment and to ensure that the number of test questions for each standard is balanced, teachers must complete a Standards Alignment Coverage Check Form as part of the pre-approval process (Appendix). This form summarizes which questions are aligned to which standards and should be used to make sure that each standard is covered by an appropriate number of questions.

***How do I know if my assessment is suitably rigorous?***

As part of the pre-approval process, teachers are required to complete an Assessment Rigor Analysis Form, (Appendix) where they give examples of assessment questions/tasks that fall under various levels of the Depth of Knowledge Framework. Teacher should use this form to show that there are a sufficient number of questions in each category.

***I give two semester tests rather than one end-of-course test. May I use one of the semester tests for my Class Objective?***

In many situations, multiple assessments are used to assess all of a course's content standards. For example, many high school teachers give a final exam at the end of each semester or trimester. Because it is important that the assessment used for the Class Objective be aligned to all of the content standards for a course, schools and teachers that have common end-of semester or end-of-trimester assessments must have each assessment approved. In these cases, teachers must include students' performance on both end-of-semester assessments (or all three end-of-trimester assessments) in their Class Objective. An example of this can be found in the Appendix.

***I don't have any common assessments; do I have to create them to set Student Learning Objectives?***

Whenever possible, teachers are encouraged to develop high quality common assessments together. This helps focus the work of teachers around a shared vision of good instruction and achievement. Until common assessments are developed, a teacher may use a classroom assessment he or she created, as long as it is approved by the evaluator and no better assessment exists.

(Refer to the NSCSC RISE Assessment)

***What if the evaluator is unfamiliar with the content of the assessment? How can they evaluate the assessment?***

An evaluator is not expected to be a content expert in all disciplines taught at his or her school. Because some assessments requiring approval deal with advanced content, evaluators should consult their corporation's curriculum leaders, including curriculum coordinators, department heads, and teacher leaders during the assessment approval process whenever necessary. Approving assessments should be a collaborative process between evaluators, teachers, and curriculum leaders.

***Do school and classroom assessments have to be paper-and-pencil or multiple choice tests?***

No. Assessments must cover all course content but there are no restrictions on their form. In some cases, like physical education or music, a paper-and-pencil assessment may not be most appropriate. In general, assessments should assess students' understanding in the most appropriate way possible, and be suitably aligned, rigorous, and clear. In some cases this may be through a multiple-choice test, in others, essays or projects are more appropriate. Where these are used, a clear rubric must be approved which outlines how the essay or project will be scored and what the content mastery score will be. As long as an evaluator agrees that the assessment meets the approval requirements, the assessment may be used.

## Evaluating and Approving Quality Assessments – Summary of Step 1

A. Prior to the start of the school year, building administrators create assessment matrices to identify assessments that can be used for Student Learning Objectives. Where common assessments do not exist for teachers teaching the same course or grade-level, teachers and curriculum leaders are encouraged to work together to create them. (NSCSC RISE Assessment Matrix)

B. Prior to the start of the school year, assessments created at the school or teacher level that will be used for Class and/or Targeted Student Learning Objectives must be evaluated and approved.

i. **Pre-approval.** A teacher or groups of teachers complete a *Pre-Approval*

*Assessment Form* that asks teachers to:

- Identify which Indiana standards align with questions/tasks on the assessment and complete the *Standards Alignment Check Form*; use an *Assessment Rigor Analysis Form* to give examples of assessment questions/tasks that fall under various Depths of Knowledge levels; and review the format of the assessment questions.
- Describe the assessment's scoring rubric.
- Set the content mastery standard.

ii. **Approval.** Once teachers pre-approve their assessments, building administrators complete an *Assessment Approval Checklist* that requires them to document sufficient evidence of an assessment's alignment and stretch, rigor and complexity, and format. The administrator either approves the assessment, or provides feedback on revisions that must be made. When approving assessments, administrators should work together with content experts such as department heads and/or curriculum directors whenever possible.

C. Assessments used for Student Learning Objectives need only be approved once. Although it is best practice to reflect annually on common assessments and make revisions when necessary, assessments do not need to be reapproved unless significant changes to the assessment or course standards were made.

## Step 2: Determining Students' Starting Points

Ensuring that the assessments used for Student Learning Objectives are high quality helps ensure that teachers can get an accurate picture of what students know, understand, and can do at the end of a course or school year. Yet, in order to assess the extent to which students' learning progressed over the duration of a year or course, teachers must also have an accurate picture of where their students began. An important component of the Student Learning Objective process, therefore, is collecting evidence on what students already know and understand, and the types of skills they already possess – in other words, determining their starting points.

Knowing students' starting points lets teachers set learning objectives that are both ambitious and feasible for the students in their class. Factoring students' starting points into Student Learning Objectives enables teachers and evaluators to determine the amount of progress students made during the year so that teachers are rewarded for promoting growth in their students' academic abilities.

In order to simplify the answer to the question "What are the starting points of my students?" the Student Learning Objectives has teachers classify students into one of three levels of preparedness:

- **Low level of preparedness:** Students who have yet to master pre-requisite knowledge or skills needed for this course
- **Medium level of preparedness:** Students who are appropriately prepared to meet the demands of the course
- **High level of preparedness:** Students who start the course having already mastered some key knowledge or skills

In order to make this determination, teachers should collect multiple forms of evidence. Teachers must use their professional judgment when deciding which types of information would be helpful in determining students' starting points. Common sources of evidence are:

- Results from beginning of course (BOC) diagnostic tests or performance tasks, e.g., a department-compiled BOC test, the first interim assessment, etc.
- Results from prior year tests that assess knowledge and skills that are pre-requisites to the current subject/grade.
- Results from tests in other subjects, including both teacher- or school-generated tests, and state tests such as ILEARN, as long as the test assessed pre-requisite knowledge and skills. For example, a physics teacher may want to examine results of students' prior math assessments.
- Students grades in previous classes, though teachers should make sure they understand the basis for the grades given by students' previous teachers.

Teachers should use as much information as needed to help identify student starting points. It is rare to find a single assessment or previous grade that provides enough information to determine a student's starting point. Rather, by using multiple sources of evidence, teachers form a more comprehensive picture of the students in their class, and are more likely to get close to a student's true starting point.



## Questions and Answers for Teachers

### ***What if this is the first time the students will be taking this type of course (e.g., Physics or Spanish I)?***

When courses do not have direct pre-requisites but instead represent the first time the students will learn a certain type of content, teachers should consider three methods of collecting evidence on students' starting points: First, when applicable, teachers should look at students' performance in related courses from previous years. For example, a physics teacher may look at students' previous math and science performance, as both overlap with the themes of a physics course; a Spanish I teacher might find it helpful to look at students' general reading and writing abilities from their previous ELA classes.

Second, the teacher should review their scope/sequence for the year and ask themselves, "*What important prerequisite academic skills and knowledge am I assuming my students have when they start this year?*" The teacher should then assess whether their students have already mastered those skills.

Third, teachers should look at students' performance on the work assigned in the first few weeks of the course. Teachers are often able to start forming a picture of a students' level of preparedness early in the course. As teachers and evaluators become more familiar with the Student Learning Objective process, they will begin to recognize the types of evidence that best predict how prepared students are to master the course's content.

### ***Does a teacher have to use every category (high, medium, and low level of preparedness)?***

Not necessarily. A teacher should accurately group students based on their starting points. If a teacher has students who all have low or medium levels of preparedness, this is where the teacher should group his or her students.

### ***How are teachers going to access last year's data for tracking purposes?***

Some data is accessible via Learning Connection, however, teachers may need to communicate with teachers from across grade levels to get information about the previous year.

### ***How do I account for summer learning loss?***

Teachers are encouraged to use beginning of course diagnostics as well as test results from previous years to account for factors such as summer learning loss.

## Determining Students' Starting Points – Summary of Step 2

- A. Teachers should collect the evidence necessary to determine students' starting points in relation to the amount of learning they will be expected to demonstrate on the approved end-of course assessment. Some evidence, such as prior year assessment scores or grades, can be collected before the school year begins. Other sources of evidence, such as BOC diagnostic tests or performance tasks, must be administered early in the school year.
- B. Teachers should use the *Identify and Approve Student Starting Points Form* (found in Appendix B) to classify all students' level of preparedness low, medium, or high, and document the evidence used to determine these classifications.
- C. Prior to or during the initial Student Learning Objectives Conference, teachers discuss their students' starting points with their evaluator and justify their classifications with the evidence collected. Evaluator then approves and signs the *Identify and Approve Student Starting Points Form*.

### Step 3: Setting Student Learning Objectives

After a teacher and evaluator have agreed on an assessment on which to base a Student Learning Objective, established the score(s) on the assessment needed to demonstrate content mastery, and documented the starting points of the students in the class, the next step is to combine this information to define the Class and Targeted Objectives. The Class and Targeted Objective complement each other: whereas the former focuses on the learning of all students, the latter helps teachers support those students who need it most and focus on the type of content they most need. Although the Class and Targeted Student Learning Objectives have different intentions and formats, and the process for setting each differs slightly, teachers discuss both with their evaluator in the same initial conference.

#### Class Student Learning Objective

A teacher's Class Objective is a mastery goal based on students' starting point for a class or classes of students covering all of the Indiana content standards for the course. To write the Class Student Learning Objective, a teacher must, after accounting for students' starting points, determine the number of students in his or her class who will achieve mastery in order for the teacher to be rated Highly Effective, Effective, Improvement Necessary, and Ineffective on this measure.

For example, a high school World History teacher using an end of course assessment with an approved content mastery standard of scoring 85 points out of 100 might set the following Class Objective:

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
At least 90% of students will achieve an 85/100 or better on the end of course World History assessment.	At least 74% of students will achieve an 85/100 or better on the end of course World History assessment.	At least 54% of students will achieve an 85/100 or better on the end of course World History Assessment	Less than 54% of students will achieve an 85/100 or better on the end of course World History Assessment

Both the assessment and content mastery standard are chosen and approved (or pre-approved) ahead of time. To set the Class Learning Objective, a teacher must only decide the appropriate proportion of students who will achieve mastery for each performance level. These proportions are based on students' starting points. Though teachers and evaluators must use professional judgment when determining the appropriate proportions, the following guidelines are suggested:

- To be considered **Highly Effective**, all students in the high and medium levels of preparedness and most of the students in the low level achieve content mastery.
- To be considered **Effective**, all students in the high level, almost all students in the medium level and many of the students in the low level achieve content mastery.
- To be considered **Improvement Necessary**, most students in the high and medium levels of preparedness, and few students in the low level achieve content mastery.

- To be considered **Ineffective**, few or no students achieve content mastery.

For example, suppose the high school World History teacher profiled above had the following distribution of students:

- ❖ Of the 31 students in the class, 5 begin at a high level of preparedness.
- ❖ Of the 31 students in the class, 11 begin at a medium level of preparedness.
- ❖ Of the 31 students in the class, 15 begin at a low level of preparedness.

Based on these starting points, the teacher might set the following proportions:

Performance Level	Suggested Guidelines from each category	Number of students chosen	Final Proportion of Students
<b>Highly Effective</b>	All students in the high and medium levels of preparedness and most of the students in the low level achieve content mastery.	High: 5 of 5 Medium: 11 of 11 Low: 12 of 15	28 / 31 students (approximately 90%)
<b>Effective</b>	All students in the high level, almost all students in the medium level and many of the students in the low level achieve content mastery.	High: 5 of 5 Medium: 10 of 11 Low : 8 of 15	23 / 31 students (approximately 74%)
<b>Improvement Necessary</b>	Most students in the high and medium levels of preparedness, and few students in the low level achieve content mastery.	High: 4 of 5 Medium: 9 of 11 Low: 4 of 15	17 / 31 students (approximately 55%)
<b>Ineffective</b>	Few or no students achieve content mastery.		Fewer than 17/31

The number of students selected from each level of preparedness is not strictly defined. Instead, it is expected that teachers – who know the students the best – use their professional judgment to determine how many students from each category most appropriately represent “most”, “many”, or “few”. Only a teacher knows the variation of levels of students within any given level of preparedness (ex. a student who is medium high vs. medium low). The teacher should use this knowledge to help write their objective and discuss this with their evaluator.

Once the percentage for each performance category is set, any combination of students may be used to meet the set goal. For example, if the World History teacher above had 4 highly prepared, 9 medium-prepared, and 13 low-prepared students score better than 85/100 on the end of course assessment then he or she would be considered Effective because approximately 84% of the students achieved

content mastery. Even though the numbers of students achieving content mastery from each level of preparedness were not the same as when the teacher set the objective, only the total percentage of students scoring better than the content mastery standard should be considered when assigning a teacher a performance level.

Additional Examples of Class Learning Objectives can be found in Appendix B

### ***Setting the Final Class Student Learning Objective***

After teachers have considered students' starting points, they record their Class Objective on the *Class Objective Setting Form* (Appendix). The teacher then meets with the evaluator in the initial Student Learning Objective Conference to discuss and finalize the Objective. In this conference, the teacher discusses students' starting points with the evaluator as well as the evidence used to make these classifications. The teacher presents and justifies his or her Class Objective, and the evaluator either approves the Objective or provides feedback on revisions that must be made.

### ***Targeted Student Learning Objective***

A teacher's Targeted Student Learning Objective is a growth and/or achievement goal targeted at students beginning the class at a low level of preparedness and that covers all or a sub-set of Indiana content standards. The Targeted Objective has two purposes:

1. It allows teachers to focus on those students who need the most and best instruction. By targeting students who begin at a low level of preparedness, teachers, schools, and corporations can help these students make the type of learning progress needed so that they begin the next course at a satisfactory level of preparedness.
2. It allows teachers to focus on the subset of content standards and set a goal that best meets the specific learning needs of students of the targeted population and provides them the flexibility to choose the most appropriate assessment.

Unlike the Class Objective, teachers may set their Targeted Objective around any evaluator-approved assessment well suited to measure the achievement/growth goal for the targeted population and subset of content standards. For example, a high school chemistry department may have a particular need to improve low-prepared students' laboratory skills, and thus set a Targeted Objective around an approved laboratory-based assessment. Alternatively, a 2<sup>nd</sup> grade teacher may want to use a reading specific assessment to measure improvement in the reading abilities of students beginning behind grade level.

In all cases, teachers must answer the following questions before setting the Targeted Objective:

1. *What is the target population?* Teachers must target students that begin the course inadequately prepared. In most cases, the target population will be all students who begin the course at a low level of preparedness. If no student begins the course at this level, then the teacher may target a different subset of students (for example, perhaps those students starting at the high level of preparedness)
2. *What are the targeted Indiana Content Standards?* Teachers may choose to focus on a few key content standards or all standards.

3. *Which assessment best assesses the targeted population and/or content standards?* The teacher may choose any assessment that is approved by the evaluator, which may or may not be the same assessment used for the Class Objective.

After answering the above three questions, teachers should draft a single goal for the targeted population and content standard(s). This goal is the Targeted Student Learning Objective, and an example is shown below.

**Targeted Objective Example**

Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 - **12 Students**

Targeted IN Content Standards: **Standard 6 – English Language Conventions**

Approved Assessment: **7<sup>th</sup> Grade English Final Assessment**

Growth and/or Achievement Goal:

**10 of 12 targeted students will achieve a 50% or higher on all Indiana Academic Standard 6 assessment questions on the 7<sup>th</sup> Grade English Final Assessment.**

The Targeted Objective should be a rigorous, yet feasible goal for targeted students. This goal should be appropriate for the incoming level of these students and should be attainable with hard work by almost all of the students in question. If it seems like only half or fewer of the targeted group is likely to achieve the goal, then this is not an appropriate Targeted Objective. Consider setting a more achievable goal OR consider setting a tiered goal (x students will achieve... and y students will achieve...). If you have students in the low level of preparedness with greatly varying needs, this may be the best type of Targeted Objective. An example of this, as well as additional examples of Student Learning Objectives can be found in Appendix.

Unlike the Class Objective, teachers do not have to define what specific student outcomes are necessary to be rated Highly Effective, Effective, Improvement Necessary, and Ineffective. Instead, a teacher's effectiveness on their Targeted Objective is determined by the extent his or her stated goal is met or exceeded, as shown below.

Targeted Objective	(4) The teacher has surpassed expectations described in the Student Learning Objective and/or demonstrated an outstanding impact on student learning.	(3) The teacher has met the expectation described in the Student Learning Objective and/or has demonstrated a considerable impact on student learning.	Necessary (2) The teacher has not fully met the expectation described in the Student Learning Objective, but has still demonstrated some impact on student learning.	The teacher has not met the expectation described in the Student Learning Objective and has demonstrated an insufficient impact on student learning.
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Evaluators decide which performance level best describes the effect the teacher had on his or her students learning. This decision requires professional judgment, but by providing a more flexible structure in which to set the Targeted Objective, teachers have more freedom to focus on the types of goals that best serve their students, even if they don't fit well into a four-category structure.

Once goals are drafted, the teacher meets with his or her evaluator in the Beginning-of-Year Student Learning Objective Conference (approximately mid-Oct.) to discuss the Targeted Objective. The evaluator either approves the Targeted Objective or provides feedback on revisions that must be made.

### **Questions and Answers for Teachers**

***Can I use the same assessment for my Class and Targeted Learning Objectives? In what situations should I choose a different assessment for the targeted objective?***

Teachers may use the same assessment for their Class and Targeted Objectives. The Targeted Objective will target students beginning the course at a low level of preparedness and their performance on the end of course assessment will be of particular interest. In some situations, teachers use Targeted Objectives to target a subset of content standards they know represent specific learning needs of the target population. In these cases, an assessment focusing on these content standards in depth may be more appropriate. If the Targeted Objective does not target particular content standards, then the teacher should use the same assessment as the Class Objective, as it aligned to all of the course's content standards.

***What would my Class Objective look like if I used two end-of-semester assessments instead of an end-of-course assessment aligned to all content standards?***

You can find an example of this, along with other examples of Student Learning Objectives in Appendix B.

***If I change classes (switch students) at the semester or every so many weeks, how do I write Student Learning Objectives?***

Student Learning Objectives are designed to cover a course worth of content. If you teach a whole course worth of content in a semester or 9 week block, you should choose one of these periods of time for which to write your Learning Objectives. This means that your timeline for selecting a quality assessment, categorizing students in levels of preparedness, and drafting your Student Learning Objectives will be condensed. You should work with your evaluator to ensure that you both understand this condensed timeline. As with full year courses, objectives should be set at the beginning of the course, progress monitored throughout the course, and success towards the objectives measured with an end-of-course assessment at the end of the course.

***How do I write Student Learning Objectives if I do not teach a full class of students? For example, what if I am a special education teacher or an interventionist?***

Your corporation should decide the specifics of how this works for your unique situation. Currently, the state has assembled a working group to think about these types of issues for special education teachers and will release guidance prior to statewide implementation next year.

### Setting Student Learning Objectives – Summary of Step 3

#### Class Objective

After completing the *Step 2: Identify and Approve Starting Points* Form, teachers account for their students' starting points and choose the proportion of students who must achieve mastery in order to earn each performance level. The teacher should ensure that the goal is ambitious and feasible for the students in their classrooms. The Class Objective is recorded on the *Class Objective Setting Form* (found in **Appendix B**)

#### Targeted Objective

A. After completing Step 2, the teacher performs the following steps:

- The teacher defines the targeted population with a particular set of needs, which must include those students beginning the course at a low level of preparedness.
- Based on the identified needs of the targeted students, the teacher chooses the content standards that the objective will address. This may be all of the content standards for a course, or a specific subset of content standards.
- The teacher determines the best assessment available for the targeted group of students and standards. The assessment must be approved.
- Based on student needs and available assessments, the teacher determines with this objective should focus on growth, achievement, or both.

B. Using the answers to the above question, the teacher uses the *Targeted Objective Setting Form* (found in Appendix B) to write a single goal that addresses what it means to have achieved a “considerable impact on student learning” with the students and content targeted.

#### Beginning-of-Year Student Learning Objective Conference

Once the teacher records both Objectives on their appropriate forms, he or she meets with the evaluator to discuss students' starting points, the evidence used to make these classifications, and the specific needs of students beginning with a low level of preparedness. The evaluator either approves the Student Learning Objectives or provides feedback on revisions that must be made. An evaluator may choose to hold this conference in conjunction with a required extended observation post-conference in order to be efficient with meeting time.



#### Step 4: Tracking Progress and Refining Instruction (Teachers in need of improvement.)

During the middle of the course, the teacher and evaluator should check-in regarding the educator's progress toward their Student Learning Objectives. Again, this conversation may occur during an extended observation post-conference to save time. To facilitate the mid-course check-in, evaluators may ask teachers to complete a *Mid-Course Check-in Form* (Appendix B) and submit it to their evaluator prior to the conference. This form encourages teachers to gauge the current level of student learning, by answering the following questions:

- How are your students progressing toward your Student Learning Objectives? How do you know?
- Which students are struggling/exceeding expectations? What are you doing to support them?
- What additional resources do you need to support you as you work to achieve your Student Learning Objectives?

The mid-course check-in is also an opportunity for teachers to submit evidence of current student learning to their evaluators. This evidence will typically focus on the formative data teachers have collected to monitor students' progress towards their learning objectives.

Prior to the check-in, the evaluator will review the *Mid-Course Check-In Form* and any submitted student learning data, as well as notes from the approval process earlier in the year. Evaluators will not assign ratings to Student Learning Objectives mid-course. The purpose of this check-in is to add context to the teacher's observed performance and enhance discussion of instructional strengths and areas for improvement as they pertain to student learning. The check-in also allows the evaluator to get to know the teacher's methods of monitoring and assessing student progress, and will help evaluators support teachers in their efforts to promote student learning.

#### Step 5: Reviewing Results and Scoring

At the end of the year, teachers compile the results of the assessment(s) used for the Class and Targeted Objectives and discuss these results during the summative conference. Because the Class Objective is structured in a way that students' performance on the end-of-course assessment specifies exactly which performance rating a teacher receives, teachers only need to compile students' scores on the Class Objective assessment.

Rating the Targeted Objective requires more professional judgment on the part of the evaluator. For example, if the teacher's targeted students met the expectations set forth in the Targeted Objective (thus earning an Effective rating), then the evaluator must decide if students' performance on the assessment provides evidence that the teacher *exceeded* expectations (thus earning a Highly Effective rating); if the teacher's targeted students did not meet the expectations set forth in the Targeted Objective (thus earning an Ineffective), then the evaluator must decide if the students' performance on the assessment provides evidence that the teacher *almost met* expectations (thus earning an Improvement Necessary rating). Consequently, in addition to compiling the results of the target population on the designated assessment, teachers should compile additional evidence of student

learning that will help inform evaluators' decisions. This evidence might consist of additional graded student assessments, classwork, or student work products.

After compiling the necessary evidence, the teacher submits it to the evaluator at least 48 hours (2 school days) prior to the summative rating conference. Prior to the conference, evaluators review the submitted evidence and come to a tentative final rating on the Targeted Learning Objective. During the conference, the evaluator and teacher discuss the results of the assessments used for the Learning Objectives as well as the supplemental evidence regarding the Targeted Objectives. During this conference the evaluator should ask any outstanding questions about student learning data. By the end of the conference, the evaluator should assign a final rating to the Targeted Objective and share the results with the teacher.

At this point, the teacher has received a separate rating for the Class and Targeted Objectives. The last step is to combine both ratings into a summative Student Learning Objectives score by multiplying each rating by its established weight. Because both Objectives are equally important, the weight assigned to each is 50%. After multiplying each Objective rating by its established weight, the weighted scores are summed to obtain the final, summative Student Learning Objectives score, as shown in the example below.

	Rating	x Weight	Weighted Score
<b>Class Objective</b>	2	x 0.50	1.0
<b>Targeted Objective</b>	3	x 0.50	1.5
<b>Total:</b>			<b>2.50</b>

### ***Questions and Answers for Teachers***

***Are there attendance requirements in order for a student's performance to be considered as part of the Objective?***

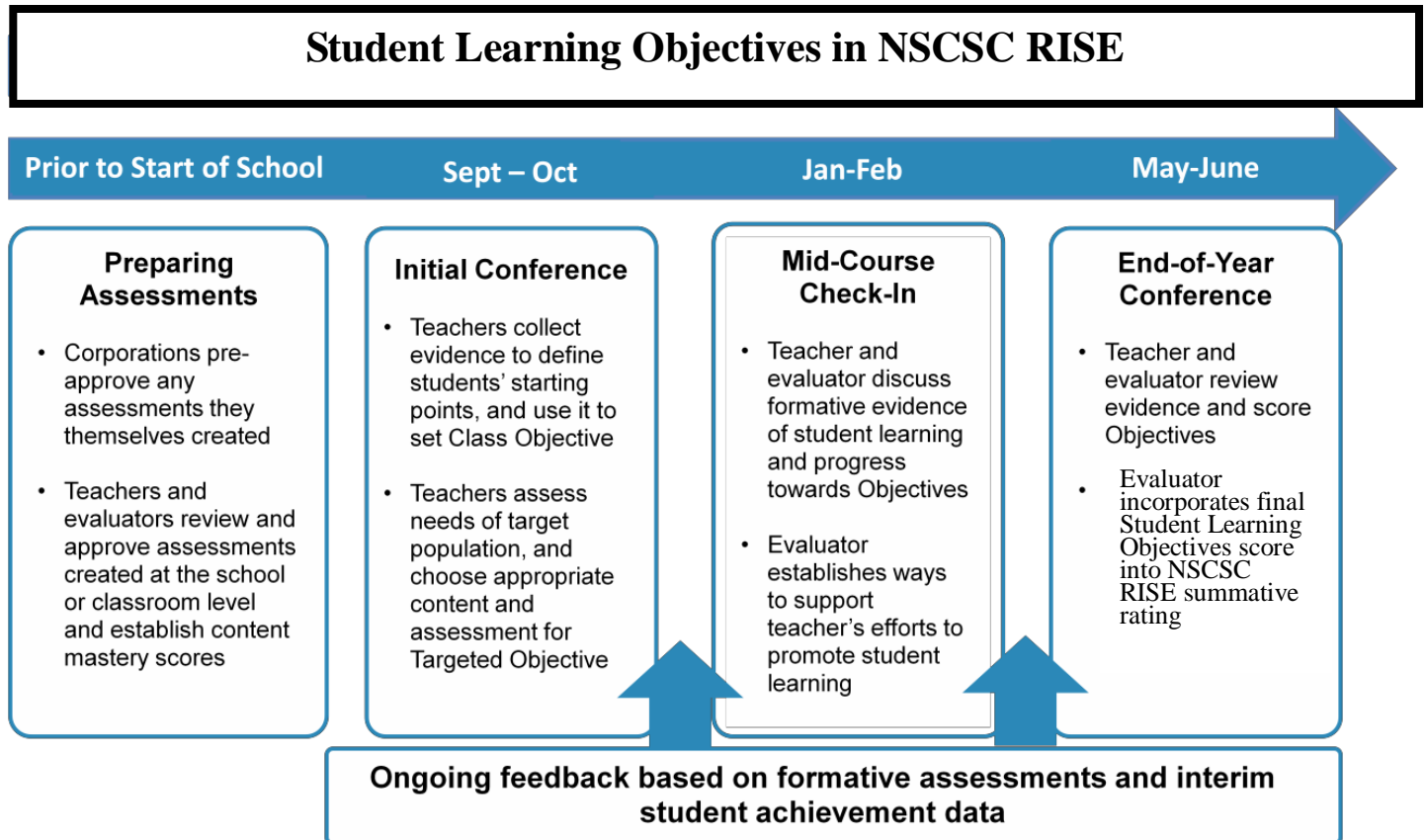
It is not uncommon for students to begin the school year after Student Learning Objectives have been set or leave a school before taking the end-of-course assessments. Moreover, some students miss a substantial enough number of school days to make their inclusion in the final Student Objective scoring process questionable. Consequently, teachers should keep track of any student attendance issues that might interfere with the Student Learning Objective process. Evaluators and teachers should discuss these issues if they arise at both the mid-course and end-of-year conferences. Evaluators should use their professional judgment to account for unforeseen student attendance issues when scoring both Class and Targeted Objectives.

***How are Student Learning Objectives scored when the results of the assessment used are not known until several weeks or months after the course ends?***

When Student Learning Objectives are tied to state or off-the-shelf assessments that do not provide results until after the school year ends, teachers and evaluators should use their end-of-year conference to discuss the classroom observation components of NSCSC RISE. Once the assessments results are made available, the evaluator and teacher must decide when to review the outcomes. In some situations this will be in the summer and in others it will take place very early in the following school year

## Timeline and Checklist

Below is a general overview of the timeline of the Student Learning Objective process and checklists of each major section of the timeline with more details.



## Approving Assessments and Creating Content Mastery Scores

### *Prior to the Initial Student Learning Objective Conference*

The **teacher** should:

- ☐ Decide what is the best assessment available for a Class Objective as determined by the assessment hierarchy.
- ☐ Meet with other teachers of the same course or grade level (if applicable) to review common assessments for alignment and stretch, rigor and complexity and format by completing the *Assessment Pre-Approval Form*. If no common assessment exists, when feasible, teachers and curriculum leaders should work to create one.
- ☐ For each assessment reviewed above, set a content mastery score and record on the *Assessment Pre-Approval Form*.
- ☐ Provide copies of the *Pre-Approval Forms* to the evaluator.

The **evaluator** should:

- ☐ Create an assessment matrix indicating the available assessments for all teachers. Share with faculty.
- ☐ If possible, meet with teacher teams as they review their assessments.
- ☐ Review *Pre-Approval Forms*, and approve or provide feedback for revisions.

### *After the school year:*

- ☐ Review the common assessments used for Class Student Learning Objectives and make revisions when necessary. Assessments do not need to be reapproved unless significant changes were made.

**Initial Student Learning Objective Approval Conference:  
Review and approve each teacher's Student Learning Objectives.**

***Prior to the initial Student Learning Objective approval conference :***

The **teacher** should:

- ☐ Determine the course which will be targeted by the Student Learning Objectives. When appropriate, this course should not be covered by Growth Model data.
- ☐ Collect evidence on students' starting points and classify each student's level of preparedness
- ☐ Use students' starting points and the *Class Objective Setting Form* to determine the proportion of students who must achieve mastery in order to attain each performance level.
- ☐ Use students' starting points and the *Targeted Objective Setting* form, specify the target population, content standard(s), and assessment, and write the Targeted Learning Objective.
- ☐ Provide copies of the above forms to the evaluator at least 48 hours in advance of any discussion (2 school days).

The **evaluator** should:

- ☐ Meet with teachers as they plan their Student Learning Objectives.
- ☐ Review each teacher's evaluation of their students starting points and his/her Student Learning Objectives.
- ☐ If a teacher-created, or teacher-obtained assessment is being used, review the assessment and scoring tool.
- ☐ Schedule the initial conference.

***During the initial Student Learning Objective approval conference:***

1. Review and discuss the evidence of student starting points and the drafted Student Learning Objectives.
  - a. If necessary, make any adjustments to the Student Learning Objectives.
2. If changes do not need to be made to the Student Learning Objectives, the evaluator may approve both by signing the *Evaluator Approval of Student Learning Objectives* form.
3. Establish clear next steps for the evaluator and teacher after the approval.

***After the initial Student Learning Objective approval conference:***

- ☐ The teacher collects formative assessment data in order to monitor students' progress towards Student Learning Objectives and adjusts instruction as necessary

\* It is recommended for time efficiency that all Student Learning Objective conferences, when possible, are scheduled in conjunction with observation conferences.

**Mid-Course Check-In: (When evaluator determines it is needed)**

**Review student learning data supplied by the teacher.**

***Prior to the mid-course check-in:***

The **teacher** should:

☐ Collect important interim student learning data related to the Student Learning Objectives and complete the *Mid-Course Check-in Form* (as determined by evaluator.) Both should be submitted

to the evaluator 48 hours before the review (2 school days).

The **evaluator** should:

☐ Schedule the mid-course check-in  
☐ Review the *Mid-Course Check-in Form* (when evaluator determines it to be necessary) and examine all available formative student learning outcomes that relate to the Class or Targeted Learning Objective.

***During the mid-course check- in***

Review the *Mid-Course Check-In* form and available formative student learning data. The evaluator should ask questions that will help him/her gauge the current level of student learning, as well discuss the ways in which he/she can support the teacher's efforts to promote academic achievement.

***After the mid-course check-in:***

The teacher should continue to monitor progress towards Learning Objectives, and the evaluator should follow through with the support strategies discussed in the mid-course check-in

\* It is recommended for time efficiency that all Student Learning Objective conferences, when possible, are scheduled in conjunction with observation conferences.

### Final Summative Teacher Rating Conference:

Review student learning data, including the results of summative assessments, and determine scores for Student Learning Objectives.

#### ***Prior to the final summative teacher rating conference:***

The **teacher** should:

- ☐ Collect all end-of-course assessment data used for the Class and Targeted Student Learning Objectives and record this data on the *Class/Targeted SLO Review Form*.
- ☐ Submit any additional information to help evaluators judge the Targeted Objective. This might consist of additional graded student assessments, classwork, or student work products.
- ☐ Submit the *Class/Targeted SLO Review Form* 48 hours before the end-of-year review conference (2 school days).

The **evaluator** should:

- ☐ Schedule the end-of-year review conference.
- ☐ Review the teacher's *Class/Targeted SLO Review Form*.
- ☐ Determine the overall Targeted Student Learning Objective score that best describes the learning of the teacher's students.

#### ***During the final summative teacher rating conference:***

1. Review and discuss the student learning data and attainment of objectives.
2. Evaluator has a chance to ask any outstanding questions about student learning data.
3. Evaluator finalizes overall Student Learning Objective score and shares with teacher, along with any rationale and summative feedback

#### ***After the final summative teacher rating conference:***

- ☐ Evaluator incorporates Final Student Learning Objective score into the overall all NSCSC *RISE* score. (See the NSCSC *RISE* Handbook for more information on how to incorporate the Student Learning Objectives score into a final teacher rating. [www.riseindiana.org](http://www.riseindiana.org))

\* The final summative teacher rating conference is the same conference in which the summative rating is determined and discussed.

North Spencer County  
**School Corporation-RISE**

**Summative Teacher Evaluation Rating**

K-12 Classroom Teachers  
K-12 Special Education Teachers  
Elementary Media Specialist  
Secondary Librarian



# Summative Teacher Evaluation Scoring

## Review of Components

Each teacher's summative evaluation score will be based on the following components and measures:

### 1) Professional Practice – Assessment of instructional knowledge and skills

**Measure:** Indiana Teacher Effectiveness Rubric (TER)

### 2) Student Learning – Contribution to student growth and achievement

Measure: Student Learning Objective (SLO)

Measure: School-wide Literacy Growth (SLG) – SRI growth

Measure: School-wide Learning Measure (SLM) – state letter grade

The method for scoring each measure individually has been explained in the sections above. This section will detail the process for combining all measures into a final, summative score.

Once the weights are applied appropriately, an evaluator will have a final decimal number. Below is an example

Component	Raw Score	Weight	Weighted Score
Teacher Effectiveness Rubric	2.6	X 70%	= 1.82
Individual Growth Model Data	3	X 5%	= 0.15
Student Learning Objectives	4	X 15%	=0.6
School-wide Learning Measure	2	X 5%	=0.1
Sum of the Weighted Scores			2.67

\* To get the final weighted score, simply sum the weighted scores from each component. This final weighted score is then translated into a rating on the following scale.

2.67				
Ineffective	Improvement Necessary	Effective	Highly Effective	
1.0 Points	1.75 Points	2.5 Points	3.5 Points	4.0 Points

Note: Borderline points always round up.

The score of 2.67 maps to a rating of "Effective". Primary evaluators should meet with teachers in a summative conference to discuss all the information collected in addition to the final rating. A summative evaluation form to help guide this conversation is provided in Appendix B.

### **Final Teacher Summative Rating Form**

Name \_\_\_\_\_ School Year \_\_\_\_\_  
Grade Level/Subject \_\_\_\_\_

#### **Teacher Effectiveness Rubric**

	Rating (1-4)	Weight	Weighted Rating
Domain 1: Planning		10%	
Domain 2: Instruction		75%	
Domain 3: Leadership		15%	
Final Score			

The calculation here is as follows:

- 1) Rating x Weight = Weighted Rating    2) Sum of Weighted Ratings = Final Scores

#### ***Student Learning Objectives Weighted Scores***

Objective	Rating (1-4)	Weight	Weighted Rating
Class		50%	
Targeted		50%	
Final Student Learning Objectives Score:			

Follow the following formula to calculate by hand:

- 1) Rating \* % Weight = Weighted Rating  
2) Sum of Weighted Ratings = Final Student Learning Objectives Score

**Final Student Learning Objectives Score:** \_\_\_\_\_

### Final Summative Rating

Use the appropriate weights to calculate the final rating:

Measure	Rating (1-4)	GROUP 1 Weights	Weighted Rating
Teacher Effectiveness Rubric		70%	
School-wide Learning Measure		5%	
Student Learning Objectives		15%	
School-wide Learning Measure*		10%	
Final Summative Score:			

\* All teachers in the same school should have the same rating on this measure

Follow the following formula to calculate by hand:

- 1) Rating \* % Weight = Weighted Rating
- 2) Sum of Weighted Ratings = Final Summative Score

**Final Summative Evaluation Score:** \_\_\_\_\_

Use the chart below and the Final Summative Evaluation Score to determine the teacher's final rating.

***\*\*A teacher who negatively effects student achievement and or growth can not achieve a rating of a 3 or 4.***

Ineffective	Improvement Necessary	Effective	Highly Effective	
1.0 Points	1.75 Points	2.5 Points	3.5 Points	4.0 Points

Note: Borderline points always round up.

**Final Summative Rating:**

Ineffective ☐

☐ Improvement Necessary

Effective ☐

☐ Highly Effective

**Teacher Signature**

I have met with my evaluator to discuss the information on this form and have received a copy.

Signature: \_\_\_\_\_

Date \_\_\_\_\_

**Evaluator Signature**

I have met with this teacher to discuss the information on this form and provided a copy.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

***\*\* A teacher who receives a rating of ineffective may submit a written request for a private conference with the superintendent or the superintendent's designee not later than five (5) school days after receiving notice that the teacher received a rating of ineffective. The teacher is entitled to a private conference with the superintendent or the superintendent's designee.***

North Spencer County  
**School Corporation-RISE**

**Component 1**  
**Professional Practice**

Certificated Employee

Speech  
Guidance Counselor  
Nurse with an educator license  
Social Worker/Elementary Counselor

**INDIANA TEACHER**  
**EFFECTIVENESS RUBRIC**

# Speech

ICASE COMMITTEE April 2012

## DOMAIN 1: PURPOSEFUL PLANNING

Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Utilize Assessment Data to Plan	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b> -Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding	<b>Teacher uses prior assessment data to formulate:</b> -Achievement goals, unit plans, AND lesson plans <i>-Use multiple assessments to determine PLOP</i>	<b>Teacher uses prior assessment data to formulate:</b> -Achievement goals, unit plans, OR lesson plans, but not all of the above	Teacher rarely or never uses prior assessment data when planning
1.2	Set Ambitious and Measurable Achievement Goals	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b> -Plans an ambitious annual student achievement goal	<b>Teacher develops an annual student achievement goal that is:</b> -Measurable; -Aligned to content standards; AND -Includes benchmarks to help monitor learning and inform interventions throughout the year	<b>Teacher develops an annual student achievement goal that is:</b> -Measurable  <b>The goal may not:</b> -Align to content standards; OR -Include benchmarks to help monitor learning and inform interventions throughout the	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes

			<i>-Needs defined in PLOP are aligned to goals</i>	year	
1.3	<b>Develop Standards-Based Unit Plans and Assessments</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b> -Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) -Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit	<b>Based on achievement goals, teacher plans units by:</b> -Identifying content standards that students will master in each unit -Creating assessments before each unit begins for backwards planning -Allocating an instructionally appropriate amount of time for each unit  <i>-IEP goals aligned to state standards</i>	Based on achievement goals, teacher plans units by: -Identifying content standards that students will master in each unit  <b>Teacher may not:</b> -Create assessments before each unit begins for backwards planning -Allocate an instructionally appropriate amount of time for each unit	Teacher rarely or never plans units by identifying content standards that student will master in each unit OR there is little to no evidence that teacher plans units at all

1.4	<b>Create Objective-Driven Lesson Plans and Assessments</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b> -Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction -Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction	<b>Based on unit plan, teacher plans daily lessons by:</b> -Identifying lesson objectives that are aligned to state content standards -Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives -Designing formative assessments that measure progress towards mastery and inform instruction  <i>-Instruction based on IEP goals -Evidence that the IEP is being implemented across all settings</i>	<b>Based on unit plan, teacher plans daily lessons by:</b> -Identifying lesson objectives that are aligned to state content standards -Matching instructional strategies and activities/assignments to the lesson objectives  <b>Teacher may not:</b> -Design assignments that are meaningful or relevant -Plan formative assessments to measure progress towards mastery or inform instruction	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments
1.5	<b>Track Student Data and</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b> -Uses daily checks for understanding	<b>Teacher uses an effective data tracking system for:</b> -Recording student assessment/	<b>Teacher uses an effective data tracking system for:</b> -Recording student	Teacher rarely or never uses a data tracking system to record student assessment/ progress data and/or

	<b>Analyze Progress</b>	for additional data points -Updates tracking system daily -Uses data analysis of student progress to drive lesson planning for the following day	progress data -Analyzing student progress towards mastery and planning future lessons/units accordingly -Maintaining a grading system aligned to student learning goals  <i>-Teacher monitors progress on goals</i> <i>-Services are implemented as identified in IEP</i>	assessment/progress data -Maintaining a grading system  <b>Teacher may not:</b> -Use data to analyze student progress towards mastery or to plan future lessons/units -Have grading system that appropriately aligns with student learning goals	has no discernable grading system
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## DOMAIN 2: EFFECTIVE INSTRUCTION



Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2:1:</b>	Teacher is highly effective at developing student understanding and mastery of lesson objectives	Teacher is effective at developing student understanding and mastery of lesson objectives	Teacher needs improvement at developing student understanding and mastery of lesson objectives	Teacher is ineffective at developing student understanding and mastery of lesson objectives
<b>Develop Student Understanding and Mastery of Lesson Objectives</b>	<p><i><b>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</b></i></p> <ul style="list-style-type: none"> <li>-Students can explain what they are learning and why it is important, beyond repeating the stated objective</li> <li>-Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection</li> </ul>	<ul style="list-style-type: none"> <li>-Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson</li> <li>-Objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms</li> <li>-Importance of the objective is explained so that students understand why they are learning what they are learning</li> <li>-Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students</li> <li>-Lesson is well-organized to move students towards mastery of the objective</li> <li><i><b>-Lesson plan that incorporates differentiated instruction for all levels of instruction/student needs.</b></i></li> <li><i><b>-Clearly identified objective</b></i></li> <li><i><b>-TOR identifies relationship between lesson and IEP goals</b></i></li> </ul>	<ul style="list-style-type: none"> <li>Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable</li> <li>-Objective is stated, but not in a student-friendly manner that leads to understanding</li> <li>-Teacher attempts explanation of importance of objective, but students fail to understand</li> <li>-Lesson generally does not build on prior knowledge of students or students fail to make this connection</li> <li>-Organization of the lesson may not always be connected to mastery of the objective</li> </ul>	<ul style="list-style-type: none"> <li>-Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson</li> <li>-There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students</li> <li>-Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important</li> <li>-There may be no effort to connect objective to prior knowledge of students</li> <li>-Lesson is disorganized and does not lead to mastery of objective</li> </ul>

Notes:

1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).
2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various “centers”, early-childhood inquiry-based lesson, etc.). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2:2:</b>	Teacher is highly effective at demonstrating and clearly communicating content knowledge to students	Teacher is effective at demonstrating and clearly communicating content knowledge to students	Teacher needs improvement at demonstrating and clearly communicating content knowledge to students	Teacher is ineffective at demonstrating and clearly communicating content knowledge to students
<b>Demonstrate and Clearly Communicate Content Knowledge to Students</b>	<p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>-Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding</li> <li>-Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest</li> <li>-Explanations spark student excitement and interest in the content</li> <li>-Students participate in each other's learning of content through collaboration during the lesson</li> <li>-Students ask higher-order questions and make connections independently,</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher demonstrates content knowledge and delivers content that is factually correct</li> <li>-Content is clear, concise and well-organized</li> <li>-Teacher restates and rephrases instruction in multiple ways to increase understanding</li> <li>-Teacher emphasizes key points or main ideas in content</li> <li>-Teacher uses developmentally appropriate language and explanations</li> <li>-Teacher implements relevant instructional strategies learned via professional development</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher delivers content that is factually correct</li> <li>-Content occasionally lacks clarity and is not as well organized as it could be</li> <li>-Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding</li> <li>-Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways</li> <li>-Explanations sometimes lack developmentally appropriate language</li> <li>-Teacher does not always implement new and improved</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher may deliver content that is factually incorrect</li> <li>-Explanations may be unclear or incoherent and fail to build student understanding of key concepts</li> <li>-Teacher continues with planned instruction, even when it is obvious that students are not understanding content</li> <li>-Teacher does not emphasize main ideas, and students are often confused about content</li> <li>-Teacher fails to use developmentally appropriate language</li> </ul>

	demonstrating that they understand the content at a higher level		instructional strategies learned via professional development	
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Notes:

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.
2. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this competency.
3. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2:3:</b>  <b>Engage Students in Academic Content</b>	Teacher is highly effective at engaging students in academic content	Teacher is effective at engaging students in academic content	Teacher needs improvement at engaging students in academic content	Teacher is ineffective at engaging students in academic content
	<i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i> -Teacher provides ways to engage with content that significantly promotes student mastery of the objective  -Teacher provides differentiated ways of engaging with content specific to individual student needs	-3/4 or more of students are actively engaged in content at all times and not off-task -Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective -Teacher sustains the attention of the class by maintaining a dynamic presence -Ways of engaging with content	-Fewer than ¾ of students are engaged in content and many are off-task  -Teacher may provide multiple ways of engaging students but perhaps not aligned to lesson objective or mastery of content  -Teacher may miss opportunities to provide ways of differentiating content for student engagement	-Fewer than ½ of students are engaged in content and many are off-task  -Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content  -Teacher does not differentiate instruction to target different learning modalities

	<p>-The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do</p> <p>-Teacher effectively integrates technology as a tool to engage students in academic content</p>	<p>reflect different learning modalities or intelligences</p> <p>-Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged</p> <p>-ELL and IEP students have the appropriate accommodations to be engaged in content</p> <p>-Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)</p> <p><i>-Evidence of use of Peer Reviewed and/or Research based strategies</i></p>	<p>-Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective</p> <p>-Students may appear to actively listen, but when it comes time for participation are disinterested in engaging</p>	<p>-Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students</p> <p>-ELL and IEP students are not provided with the necessary accommodations to engage in content</p>
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Notes:

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2. Presence can best be represented by using engaging, confident, and assertive body language, tone, volume, and proximity.
3. Some observable evidence of engagement may include (but not be limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.
4. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc.). It may also be effective to engage students via two or more strategies targeting the same modality or district-wide PD sessions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2:4:</b>  <b>Check for Understanding</b>	Teacher is highly effective at checking for understanding	Teacher is effective at checking for understanding	Teacher needs improvement at checking for understanding	Teacher is ineffective at checking for understanding
	<p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>-Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof)</li> <li>-Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate “pulse” of the class’s understanding</li> <li>-Teacher gains enough information during checks for understanding to modify the lesson and respond accordingly</li> <li>-Teacher uses a variety of methods to check for understanding</li> <li>-Teacher uses wait time effectively both after posing a question and before helping students think through a response</li> <li>-Teacher doesn’t allow students to “opt-out” of checks for understanding and cycles back to these students</li> <li>-Teacher systematically assesses every student’s mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher sometimes checks for understanding of content, but misses several key moments</li> <li>-Teacher mostly gets an accurate “pulse” of the class’s understanding, but may not gain enough information to modify the lesson accordingly</li> <li>-Teacher may not use a variety of methods to check for understanding, when doing so would be helpful</li> <li>-Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content</li> <li>-Teacher sometimes allows students to “opt-out” of checks for understanding without cycling back to these students</li> <li>-Teacher may assess student mastery at the end of the lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher rarely or never checks for Understanding of content, or misses nearly all key moments</li> <li>-Teacher rarely or never gets an accurate “pulse” of the class’s understanding from checks and therefore cannot gain enough information to modify the lesson</li> <li>-Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer</li> <li>-Teacher frequently allows students to “opt-out” of checks for understanding and does not cycle back to these students</li> <li>-Teacher rarely or never assesses for mastery at the end of the lesson</li> </ul>

Notes:

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice
2. Examples of how the teacher may assess student understanding and mastery of objectives:
  - Checks for Understanding: thumbs up/down, cold-calling
  - Do Nows, Turn and Talk/Pair Share, Guided or Independent Practice, Exit Slips

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.5:</b>  <b>Modify Instruction As Needed</b>	<p>Teacher is highly effective at modifying instruction as needed</p> <p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>-Teacher anticipates student misunderstandings and preemptively addresses them</li> <li>-Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement</li> </ul>	<p>Teacher is effective at modifying instruction as needed</p> <ul style="list-style-type: none"> <li>-Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students</li> <li>-Teacher differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs</li> <li>-Teacher responds to misunderstandings with effective scaffolding techniques</li> <li>-Teacher doesn't give up, but</li> </ul>	<p>Teacher needs improvement at modifying instruction as needed</p> <ul style="list-style-type: none"> <li>-Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students</li> <li>-Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective</li> <li>-Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding</li> </ul>	<p>Teacher is ineffective at modifying instruction as needed</p> <ul style="list-style-type: none"> <li>-Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students</li> <li>-Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques</li> <li>-Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding</li> </ul>

		continues to try to address misunderstandings with different techniques if the first try is not successful		
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Notes:

1. In order to be effective at this competency, a teacher must have at least scored a 3 on competency 2.4 – in order to modify instruction as needed, one must first know how to check for understanding.
2. A teacher can respond to misunderstandings using “scaffolding” techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using “think alouds”, providing visual cues, etc.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.6:</b>	Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work	Teacher is effective at developing a higher level of understanding through rigorous instruction and work	Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work	Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work
<b>Develop Higher Level of Understanding through</b>	<i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i>	-Lesson is accessible and challenging to almost all students	-Lesson is not always accessible or challenging for students	-Lesson is not aligned with developmental level of students (may be too challenging or too

<b>Rigorous Instruction and Work</b>	<ul style="list-style-type: none"> <li>-Lesson is accessible and challenging to all students</li> <li>-Students are able to answer higher-level questions with meaningful responses</li> <li>-Students pose higher-level questions to the teacher and to each other</li> <li>-Teacher highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great</li> <li>-Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments)</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher frequently develops higher-level understanding through effective questioning</li> <li>-Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding</li> <li>-Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning</li> <li>-Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks</li> </ul>	<ul style="list-style-type: none"> <li>-Some questions used may not be effective in developing higher-level understanding (too complex or confusing)</li> <li>-Teacher may not always use questioning as an effective tool to increase understanding</li> <li>-While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate</li> <li>-Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying</li> </ul>	<p>easy)</p> <ul style="list-style-type: none"> <li>-Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts.</li> <li>-Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts.</li> <li>-Teacher gives up on students easily and does not encourage them to persist through difficult tasks</li> </ul>
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Notes:

1. Examples of types of questions that can develop higher-level understanding:
  - Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent")
  - Asking students to explain their reasoning, why they are learning something, or to summarize the main idea
  - Asking students to apply a new skill or concept in a different context, or prompting students to make connections to previous material or prior knowledge
  - Posing a question that increases the rigor of the lesson content
2. Higher-level questions should result in higher-level student understanding. If it does not, credit should not be given.
3. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency
4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson



Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.7:</b>  <b>Maximize Instructional Time</b>	<p>Teacher is highly effective at maximizing instructional time</p> <p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>-Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher</li> <li>-Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance)</li> <li>-Students share responsibility for operations and routines and work well together to accomplish these tasks</li> <li>-All students are on-task and follow instructions of teacher without much prompting</li> <li>-Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson</li> </ul>	<p>Teacher is effective at maximizing instructional time</p> <ul style="list-style-type: none"> <li>-Students arrive on-time and are aware of the consequences of arriving late (unexcused)</li> <li>-Class starts on-time</li> <li>-Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher</li> <li>-Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance)</li> <li>-Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective</li> <li>-Almost all students are on-task and follow instructions of teacher without much prompting</li> <li>-Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to</li> </ul>	<p>Teacher needs improvement at maximizing instructional time</p> <ul style="list-style-type: none"> <li>-Some students consistently arrive late (unexcused) for class without consequences</li> <li>-Class may consistently start a few minutes late</li> <li>-Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed</li> <li>-There is more than a brief period of time when students are left without meaningful work to keep them engaged</li> <li>-Teacher may delegate lesson time inappropriately between parts of the lesson</li> <li>-Significant prompting from teacher is necessary for students to follow instructions and remain on-task</li> <li>-Disruptive behaviors and off-task conversations sometimes occur; They may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem</li> </ul>	<p>Teacher is ineffective at maximizing instructional time</p> <ul style="list-style-type: none"> <li>-Some may frequently arrive late (unexcused) for class without consequences</li> <li>-Teacher may frequently start class late</li> <li>-There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times</li> <li>-There are significant periods of time in which students are not engaged in meaningful work</li> <li>-Even with significant prompting, students frequently do not follow directions and are off-task</li> <li>-Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson</li> <li>-Classroom management is generally poor and wastes instructional time</li> </ul>

		the lesson <i>-Master schedule of service delivery</i> <i>-Effectively manages instructional resources</i>		
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Notes:

1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline
2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.8:</b>  <b>Create Classroom Culture of Respect and Collaboration</b>	Teacher is highly effective at creating a classroom culture of respect and collaboration	Teacher is effective at creating a classroom culture of respect and collaboration	Teacher needs improvement at creating a classroom culture of respect and collaboration	Teacher is ineffective at creating a classroom culture of respect and collaboration
	<i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i>  -Students are invested in the	-Students are respectful of their teacher and peers -Students are given opportunities to collaborate and support each other in the learning process -Teacher reinforces positive	-Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms  -Students are given opportunities to	- Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior  -Students are not given many

	<p>academic success of their peers as evidenced by unprompted collaboration and assistance</p> <p>-Students reinforce positive character and behavior and discourage negative behavior amongst themselves</p>	<p>character and behavior and uses consequences appropriately to discourage negative behavior</p> <p>-Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinion</p> <p><i>-Evidence of instruction on behavior goals across all settings</i></p> <p><i>-Evidence of implementation of positive behavior management plan</i></p> <p><i>-Environmental supports are in place</i></p>	<p>collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together</p> <p>-Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both</p> <p>-Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others</p>	<p>opportunities to collaborate OR during these times do not work well together even with teacher intervention</p> <p>-Teacher rarely or never praises positive behavior</p> <p>-Teacher rarely or never addresses negative behavior</p>
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Notes:

1. If there is one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.
2. Elementary school teachers more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.9:</b>	Teacher is highly effective at setting high expectations for academic success.	Teacher is effective at setting high expectations for academic success.	Teacher needs improvement at setting high expectations for academic success.	Teacher is ineffective at setting high expectations for academic success.
<b>Set High Expectations for Academic Success</b>	<p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>-Students participate in forming academic goals for themselves and analyzing their progress</li> <li>-Students demonstrate high academic expectations for themselves</li> <li>-Students comments and actions demonstrate that they are excited about their work and understand why it is important</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher sets high expectations for students of all levels</li> <li>-Students are invested in their work and value academic success as evidenced by their effort and quality of their work</li> <li>-The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly)</li> <li>-Teacher celebrates and displays high quality academic work</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher may set high expectations for some, but not others</li> <li>-Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging</li> <li>-Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily)</li> <li>-Teacher may praise the academic work of some, but not others</li> <li>-High quality work of a few, but not all students, may be displayed in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher rarely or never sets high expectations for students</li> <li>-Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments</li> <li>-Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers</li> <li>-Teacher rarely or never praises academic work or good behavior</li> <li>-High quality work is rarely or never displayed in the classroom</li> </ul>

Notes:

1. There are several ways for a teacher to demonstrate high expectations – through encouraging comments, higher-level questioning, appropriate rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc.

**DOMAIN 3: TEACHER LEADERSHIP**

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
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3.1	<b>Contribute to School Culture</b>	<p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b></p> <ul style="list-style-type: none"> <li>-Seek out leadership roles</li> <li>-Go above and beyond in dedicating time for students and peers outside of class</li> </ul>	<p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>-Contribute ideas and expertise to further the school's mission and initiatives</li> <li>-Dedicate time efficiently, when needed, to helping students and peers outside of class</li> </ul>	<p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>- Contribute occasional ideas and expertise to further the school's mission and initiatives</li> </ul> <p><b>Teacher may not:</b></p> <ul style="list-style-type: none"> <li>-Frequently dedicates time to help students and peers efficiently outside of class</li> </ul>	Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers
3.2	<b>Collaborate with Peers</b>	<p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b></p> <ul style="list-style-type: none"> <li>-Go above and beyond in seeking out opportunities to collaborate</li> <li>-Coach peers through difficult situations</li> <li>-Take on leadership roles within collaborative groups such as Professional Learning Communities</li> </ul>	<p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>-Seek out and participate in regular opportunities to work with and learn from others</li> <li>-Ask for assistance, when needed, and provide assistance to others in need</li> </ul>	<p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>-Participate in occasional opportunities to work with and learn from others</li> </ul> <p><b>Teacher may not:</b></p> <ul style="list-style-type: none"> <li>-Seek to provide other teachers with assistance when needed</li> <li>OR</li> <li>-Regularly seek out opportunities to work with others</li> </ul>	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player
3.3	<b>Seek Professional Skills And Knowledge</b>	<p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b></p> <ul style="list-style-type: none"> <li>-Regularly share newly learned knowledge and practices with others</li> <li>-Seek out opportunities to lead professional development sessions</li> </ul>	<p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>-Actively pursue opportunities to improve knowledge and practice</li> <li>-Seek out ways to implement new practices into instruction, where applicable</li> <li>-Welcome constructive feedback to improve practices</li> </ul>	<p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>-Attend all mandatory professional development opportunities</li> </ul> <p><b>Teacher may not:</b></p> <ul style="list-style-type: none"> <li>-Actively pursue optional professional development opportunities</li> <li>-Seek out ways to implement new practices</li> </ul>	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning

				into instruction  -Accept constructive feedback well	
3.4	<b>Advocate for Student Success</b>	<p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b></p> <ul style="list-style-type: none"> <li>-Display commitment to the education of all the students in the school</li> <li>-Make changes and take risks to ensure student success</li> </ul>	<p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>-Display commitment to the education of all his/her students</li> <li>-Attempts to remedy obstacles around student achievement</li> <li>-Advocate for students' individualized needs</li> </ul> <p><i>-Appropriate Gen Ed teachers have copies of IEP's</i></p>	<p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>-Display commitment to the education of all his/her students</li> </ul> <p><b>Teacher may not:</b></p> <ul style="list-style-type: none"> <li>-Advocate for students' needs</li> </ul>	Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs
3.5	<b>Engage Families in Student Learning</b>	<p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>-Strives to form relationships in which parents are given ample opportunity to participate in student learning</li> <li>-Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events</li> </ul>	<p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>-Proactively reach out to parents in a variety of ways to engage them in student learning</li> <li>-Respond promptly to contact from parents</li> <li>-Engage in all forms of parent outreach required by the school</li> </ul>	<p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>-Respond to contact from parents</li> <li>-Engage in all forms of parent outreach required by the school</li> </ul> <p><b>Teacher may not:</b></p> <ul style="list-style-type: none"> <li>-Proactively reach out to parents to engage them in student learning</li> </ul>	Teacher rarely or never reaches out to parents and/or frequently does not respond to contact from parents

### Core Professionalism Rubric

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards.

If they do not, it will affect their overall rating negatively.

Indicator		Does Not Meet Standard	Meets Standard	
1	Attendance	Individual demonstrates a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	
2	On-Time	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set	



	<b>Arrival</b>	local school policy and by the relevant collective bargaining agreement)	forth by local school policy and by the relevant collective bargaining agreement)	
<b>3</b>	<b>Policies and Procedures</b>	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)	<i>-Article 7 compliance timelines -Adheres to Special Ed policies</i>
<b>4</b>	<b>Respect</b>	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner	<i>-Maintains confidentiality of student records and information</i>

### **School Counselor Effectiveness Rubric: Guidance for Evaluating an Indiana School Counselor/Director of Guidance**

Beginning in 2010, the Counselor Evaluation Leadership Team (CELT), funded by the Indiana Department of Education (IDOE) and facilitated by the Indiana School Counselor Association (ISCA), came together to develop a sample School Counselor Effectiveness Rubric for Indiana schools. The leadership team was comprised of representatives from ISCA; IDOE; school counselors from the elementary, middle, and high school levels; counselor educators from Ball State University, Indiana University, Butler University, and Purdue University; school administrators; representatives from the Indiana Department of Workforce Development, Indiana Youth Institute, and Learn More Indiana. The School Counselor Rubric was developed to assist principals in their efforts to increase school counselor effectiveness; to define and prioritize the actions that effective school counselors use to achieve gains in student achievement, personal, social, and college and career development; and to provide a foundation for accurately assessing the effectiveness along four domains, which include Academic Achievement; Student Assistance Services; Career Development; and Professional Leadership. The first draft, which was completed in August of 2010, was piloted by 16 Indiana schools (representing elementary, middle and high school counselor/administrators) during the spring semester of 2011. As a result of the pilot, changes were made to the rubric, which are reflected in the current version completed in July, 2011.

#### ***How might School Counselors demonstrate their impact?***

Some might argue that it may be difficult for School Counselors to demonstrate their direct impact on student achievement (i.e. ILEARN scores).

What we know is that if students receive sound guidance and counseling (at the school-wide, classroom, small group and/or individual levels), they make choices to support their learning and development and as a result, achievement increases. Therefore, we oftentimes consider data in terms of *Achievement, Student Choice, Guidance and Counseling*.

Achievement data might include ILEARN scores, Advanced Placement (AP) scores, grades, passing classes, earning an Academic Honors or Technical Honors Diploma, etc.

“Student Choice” data might include data that counselors may have a more direct impact on, including enrollment in advanced classes; completion of graduation and postsecondary plans, the FAFSA, homework, college visits, the ACT or SAT, and college applications; enrollment in 21<sup>st</sup> Century Scholars; office referrals; and attendance.

Guidance-related data would include student demonstration or response of mastery of the Indiana Student Standards for Guidance:

<http://www.doe.in.gov/sservices/counseling/docs/INUniversalStudentIndicators.pdf>

Counseling data may be based on personal goals made in individual or group counseling sessions. Counseling data might also include school-wide data on such things as student responses to feeling safe at school, bullying, etc.

Achievement	
Student Choice	
<u>Guidance</u> Academic College/Career Personal/Social	<u>Counseling</u> Personal Social

(American Student Achievement Institute)

### Goal Setting:

School Counselors should first look at their school-wide data to determine annual student goals. Upon analyzing data, counselors may select goals that are specific to certain subgroups (i.e. grade levels, socioeconomic groups, specific racial/ethnic groups, male/female, special education, etc.)

One example might include a goal to increase the number of students who apply for the 21<sup>st</sup> Century Scholars Program. With this program, students have to meet certain criteria in order to apply, which include being in 7<sup>th</sup> or 8<sup>th</sup> grade and meeting certain income requirements. Therefore, if one of my goals as a counselor is to increase the number of students who apply, I might choose to target 7<sup>th</sup> and 8<sup>th</sup> grade students who qualify for free/reduced lunches, for example. This would also apply to achievement-specific goals. If when analyzing school-wide data, a counselor finds that African American males are not registering for advanced placement classes at the rate of their peers, I might target this population to increase this enrollment rate. This might apply in many cases where disproportionality is found.

### Sample Goals:

*\*(Chosen target percentage should be based on previous year’s school data (baseline)).*

#### Achievement

1. 90% of 3<sup>rd</sup> graders pass the English/LA portion of ILEARN.
2. 90% of 10<sup>th</sup> grade students will pass the English 10 End of Course Assessment.
3. 60% of graduating seniors will meet the requirements for the Academic Honors Diploma.

### Student Choice

1. 100% of eligible 8<sup>th</sup> graders will complete and submit the 21<sup>st</sup> Century Scholars application prior to the June 30<sup>th</sup> deadline.
2. 70% of students will enroll in Algebra I for 8<sup>th</sup> grade.
3. 100% of 6<sup>th</sup> graders will complete a graduation plan.

\*Other goals might include attendance, taking the PSAT or PLAN, ACT or SAT; registering for AP and dual credit courses, etc.

### Guidance

1. 100% of 1<sup>st</sup> graders understand that they have the ability to choose their behaviors.
2. 100% of 5<sup>th</sup> graders will be able to identify their learning style.
3. 100% of 7<sup>th</sup> graders can describe an apprenticeship (or substitute military, 2 and 4 year college) program.
4. 100% of 8<sup>th</sup> graders can describe the requirements for an Indiana Core 40 diploma.
5. 100% of 10<sup>th</sup> graders can describe how to find and apply for financial aid.

### Counseling

1. 100% of 2<sup>nd</sup> graders can describe simple ways to resolve conflicts.
2. 100% of 5<sup>th</sup> graders can describe the process of grief.
3. 100% of 6<sup>th</sup> graders understand their responsibility to report bullying incidents to an adult.
4. 100% of 9<sup>th</sup> graders can identify at-risk behaviors.

*To increase the % of...*

Student Group	Goal	Baseline/Current Data	Target Date	Target Data
10 <sup>th</sup> graders	Pass the Algebra I ECA	60%	June, 2012	70%

### **Assessment & Data Collection Tools:**

Counselors may gather data using a number of different methods, some of which may include:

#### Achievement:

ILEARN scores, number of students passing the ECA's, number of graduates, number of Academic Honors and Technical Honors Diplomas earned, percentage of students taking AP and dual credit courses, etc.

#### Student Choice:

Number of students submitting a 21<sup>st</sup> C. Scholars application, high school or dual credit and advanced placement course enrollment, graduation plan completion, etc.

Guidance:

Redesigning School Counseling Surveys (grades K-12; parents and teachers)

Learn More Indiana Annual Survey (currently 8 – 12 grades; possible expansion to early middle school and elementary grades)

Counseling:

Redesigning School Counseling Surveys (K-12)

Learn More Indiana Annual Survey (currently 8 – 12 grades; possible expansion to early middle school and elementary grades)

School Climate surveys

Progress on personal goals set in small group and individual counseling sessions

**Interventions:**

School Counselor interventions include academic, college and career, and personal/social development through:

- School-wide prevention programming (i.e. classroom guidance) for 100% of students
- Small Group Instruction (typically for a targeted group of students)
- Individual Academic and Postsecondary (College and Career) Planning (100% of students)
- Individual Counseling for personal/social issues (targeted group of students as needed)

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**Resources:**

For more information on goal setting for school counselors, view the [webcasts](#) located within the American Student Achievement Institute Website: <http://cgi.asainstitute.org/cgi-bin/schoolcounseling/login> (every Indiana school should have a login that was assigned to the school counselor).

Additional Accountability and data collection resources for school counselors can be found at:

<http://www.doe.in.gov/sservices/counseling/datawarehouse.html>.

Source: American Student Achievement Institute – *Redesigning School Counseling/Gold Star* <http://www.asainstitute.org/index.html>

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## Professional School Counselor Effectiveness Rubric 2011

### I. Overview

### II. Effectiveness Rubric

- a. Domain 1: Academic Achievement
- b. Domain 2: Student Assistance Services
- c. Domain 3: Career Development
- d. Domain 4: Professional Leadership

### III. Summary and Rating

#### OVERVIEW

##### **What is the purpose of the Professional School Counselor Rubric?**

The School Counselor Rubric was developed for three key purposes:

- **To shine a spotlight on great school counselors:** The rubric is designed to assist principals in their efforts to increase school counselor effectiveness.
- **To provide clear expectations for school counselors:** The rubric defines and prioritizes the actions that effective school counselor use to achieve gains in student achievement, and personal, social, and career development.
- **To support a fair and transparent evaluation of effectiveness:** The rubric provides the foundation for accurately assessing effectiveness along four domains.

##### **Who developed the Professional School Counselor Effectiveness Rubric?**

A representative group of counselors, administrators, and leaders from other youth-serving organizations, along with IDOE, contributed to the development of the rubric.

##### **What research and evidence support the Professional School Counselor Effectiveness Rubric?**

- American School Counselor Association (ASCA) National Model
- ASCA Counselor Standards
- Indiana Student Assistance Services, Article 4
- California Carmel Unified School District Evaluation

- Missouri School Counselor Evaluation
- New Hampshire School Counselor Evaluation
- North Carolina School Counselor Evaluation
- Centinela Valley Union High School District
- Indiana Program Standards for School Counselors
- Indiana Student Standards

### **How is the Professional School Counselor Effectiveness Rubric organized?**

The rubric is divided into four domains.

- Domain 1: Academic Achievement
- Domain 2: Student Assistant Services
- Domain 3: Career Development
- Domain 4: Professional Leadership

Discrete indicators within each domain target specific areas that effective professional school counselors must focus upon.

### **How do we weigh different parts of the framework?**

In reviewing the current research during the development of the professional school counselor rubric, the goal was not to create a school counselor evaluation tool that would try to be all things to all people. As such, the rubric focuses on evaluating the effectiveness of the school counselor through observable and data driven actions.

### **What is the process to use the Professional School Counselor Effectiveness Rubric?**

- For any given indicator, the school counselor may receive a score of 1 through 4 (4 being highly effective).
- The school counselor will self-reflect and indicate level of performance in each area.
- Discussion of each area will take place between the administrator and school counselor. Supporting data may be presented.
- The administrator will complete the final evaluation in conference with the school counselor.
- The comment section may be used to explain any N/O (not observed) ratings.
- A written summary may also be attached.

### **How do I ensure the effective implementation of the Professional School Counselor Effectiveness Rubric?**

Even the best School Counselor Evaluation tool can be undermined by poor implementation. Successful implementation of the Professional School Counselor Effectiveness Rubric will require a focus on four core principles (modified from The new Teacher Project's *The Widget Effect*, 2009):

1. **Training and Support:** Administrators responsible for the evaluation of school counselors must receive rigorous training and ongoing support so that they can make fair and consistent assessments of performance and provide constructive feedback and differentiated support.

**2. Accountability:** The differentiation of school counselor effectiveness must be a priority for district administrators and one for which they are held accountable. Even the best evaluation tool will fail if the information it produces is of no consequence.

**3. Credible distribution:** If the rubric is implemented effectively, ratings will not be ambiguous, surprising, or without clear justification. The performance distribution of school counselors must be monitored and a vehicle established to declare evaluations invalid if results are inflated.

**4. Decision-making:** Results from the school counselor evaluation must be fully integrated with other district systems and policies and a primary factor in employment decisions. This evaluation tool will assist in determining such issues as which school counselors receive tenure, how school counselors are assigned, retained, compensated and advanced, what professional development school counselors receive, and when and how school counselors are dismissed.

Friendly Disclaimer:

This is a working draft of the Professional School Counselor Effectiveness Rubric that is still in the process of revision and change. This rubric will undergo a pilot with input from administrators and counselors from around the state.

**DOMAIN 1: ACADEMIC ACHIEVEMENT** School counselors utilize data, knowledge of current trends, and standards to impact and support academic achievement and to engage all students in critical thinking.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
1.1	The school counselor utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.	The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.	The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration.	The school counselor monitors student achievement but does not utilize the data to enhance student success.	The school counselor does not monitor academic achievement.	
1.2	The school counselor demonstrates knowledge of current trends in student development and academic achievement.	The school counselor regularly engages in professional development (e.g., attends relevant conferences, webinars, courses, in-services, reads professional journals, etc.) and incorporates new knowledge in her/his daily work.	The school counselor regularly engages in professional development.	The school counselor sporadically engages in professional development.	The school counselor does not engage in professional development.	

1.3	The school counselor supports all students in making decisions, setting goals and taking appropriate action to achieve goals.	The school counselor encourages all students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists <i>all</i> students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor generally encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists some students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor rarely encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor rarely assists students in identifying short-term and long-term goals or in developing appropriate action plans.	The school counselor does not encourage students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor does not assist students in identifying short-term and long-term goals or in developing appropriate action plans.	
1.4	The school counselor engages all students in problem solving, critical thinking, and other activities.	The school counselor consistently provides opportunities and support for all students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor regularly provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor rarely provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor does not provide opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	
1.5	The school counselor utilizes and sequences guidance activities and materials to impact all students' academic achievement.	Guidance activities and materials are appropriate for students, designed to make content and concepts relevant, and engage all students in appropriate decision making. Activities are logically sequenced within individual lessons.	Guidance activities and materials are generally appropriate for students, designed to make content and concepts relevant, and engage most students in appropriate decision making. The majority of activities are logically sequenced within individual lessons.	Guidance activities and materials are partially appropriate for students and engage some students in appropriate decision making. Some activities are logically sequenced within individual lessons.	Guidance activities and materials are not appropriate for students and do not engage students in appropriate decision making. Activities are not logically sequenced within individual lessons.	
1.6	The school counselor supports all students in developmentally appropriate academic preparation essential for a wide variety of post-secondary options.	The school counselor consistently guides <i>all</i> students in establishing challenging academic goals and understanding assessment results. The counselor assists all students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor generally guides students in establishing challenging academic goals and understanding assessment results. The counselor assists some students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor rarely guides students in establishing challenging academic goals and understanding assessment results. The counselor rarely assists students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor does not support students in academic preparation essential for a wide variety of post-secondary options.	

**DOMAIN 2: STUDENT ASSISTANCE SERVICES** School counselors assist students in developing attitudes, knowledge, and interpersonal skills necessary for lifelong learning through effective programming and collaboration.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
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2.1	The school counselor assists all students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.	The school counselor consistently encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and effectively models appropriate behaviors.	The school counselor often encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and models appropriate behaviors.	The school counselor rarely encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and rarely models appropriate behaviors.	The school counselor does not encourage students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and does not model appropriate behaviors.	
2.2	The school counselor facilitates all students' understanding of safety and survival skills and implements prevention programming to support students' healthy physical, social, emotional, and academic development including stakeholder collaboration.	The school counselor consistently explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify resources; and implements prevention programming for students or stakeholders.	The school counselor often explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify school and community resources; and implements any prevention programming for students.	The school counselor rarely explains the students' right to a safe and secure school environment, helps students to differentiate situations that require peer support, adult assistance and professional help, assists students to identify school and community resources, or implements any prevention programming for students.	The school counselor does not explain the students' right to a safe and secure school environment, help students to differentiate situations that require peer support, adult assistance and professional help, help students to identify school and community resources, or implement any prevention programming for students.	
2.3	The school counselor provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals.	The school counselor consistently addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor often addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor rarely addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate	The school counselor does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals.	
2.4	The school counselor provides services to all students, fostering a clear understanding of diversity, ethnicity, and culture.	The school counselor consistently provides services to all students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture.	The school counselor takes a multicultural or diverse perspective into consideration when providing services to students.	The school counselor sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture.	The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students.	

**DOMAIN 3: CAREER DEVELOPMENT** School counselors facilitate a comprehensive career program that develops an understanding of the relationship between school and work and supports student in the application of strategies.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
3.1	The school counselor facilitates a comprehensive career program that is age-appropriate and aligned with local, state, and national standards.	The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards. Outside resources are occasionally used.	The school counselor rarely facilitates age-appropriate career development, aligned with local, state, and national standards.	The school counselor does not facilitate age-appropriate career development.	

3.2	The school counselor facilitates all students' understanding of the relationship between academics, personal qualities, education and training, and the world of work.	The school counselor helps all students understand the relationship between educational achievement and career success, explains how work can help students achieve personal success and satisfaction, and demonstrates knowledge of students' background, skills, and interests. Data include age-appropriate assessments, increasing awareness of interests, abilities, aptitude, and values. The counselor uses this knowledge to meet students' needs and assist in career development, promoting lifelong learning and employability skills.	The school counselor helps all students understand the relationship between educational achievement and career success and explains how work can help students achieve personal success and satisfaction. The counselor promotes lifelong learning and employability skills. Some data is utilized.	The school counselor rarely helps students understand the relationship between educational achievement and career success and rarely explain how work can help students achieve personal success and satisfaction. The counselor rarely promotes lifelong learning and employability skills. Data is rarely utilized.	The school counselor does not help students understand the relationship between educational achievement and career success and does not explain how work can help students achieve personal success and satisfaction. The counselor does not promote lifelong learning and employability skills. Data is not used.	
3.3	The school counselor supports all students in the application of strategies to achieve future success and satisfaction.	The counselor consistently helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.	The counselor helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.	The counselor rarely helps students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are rarely encouraged to use research and informational resources to obtain career information.	The counselor does not help students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are not encouraged to use research and informational resources to obtain career information.	
3.4	The school counselor collaboratively analyzes data, utilizes research-based interventions and develops programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor consistently collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor often collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor rarely collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor does not analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	

**DOMAIN 4: LEADERSHIP LEVEL OF PERFORMANCE** School counselors adhere to ethical standards, grow professionally, advocate for student success, provide system support, and deliver a comprehensive school counseling program

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
4.1	The school counselor establishes professional goals and pursues opportunities to grow professionally.	The counselor's professional goals are evidenced in improved personal, professional, and program development. (S)he is an active member of one or more professional organizations or networks.	Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community.	Professional goals are sometimes established. The school counselor infrequently or indiscriminately pursues opportunities to acquire new knowledge and skills and rarely participates in the professional community.	Professional goals are not established. The school counselor does not pursue opportunities to acquire new knowledge and skills and rarely participates in the professional community.	

4.2	The school counselor takes a leadership role as an advocate within the counseling department, the school setting, and the community.	The school counselor provides consistent and effective leadership in the school counseling program, the school, and the community in a way that directly benefits students, families, educational personnel, and/or community stakeholders.	The school counselor provides consistent and effective leadership in the school counseling program and the school.	The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style.	The school counselor provides no leadership—either formal or informal—in the counseling department, the school setting, or the community.	
4.3	The school counselor collaborates with teachers, parents, and the community to advocate for the success of all students and increase awareness of students' needs.	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. The school counselor demonstrates a direct impact of these collaborative activities on students.	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds.	The school counselor is inconsistent in communication and community engagement, OR is effective with only a very small population to the detriment of others.	The school counselor is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders.	
4.4	The school counselor adheres to ethical standards of the counseling profession, respects student confidentiality, and follows the laws, policies, and procedures, which govern school programs.	The school counselor always demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically holds to the ethical code of the American School Counselor Association but may fall short of the highest ethical standards. The counselor's consistency in law, policy and procedure is questionable.	The school counselor has breached confidentiality. The counselor demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school.	
4.5	The school counselor plans, organizes and delivers an effective comprehensive school counseling program (within the resources of the school and corporation).	The school counseling program is comprehensive in addressing the academic, career, and personal/social development of all students. The school counselor demonstrates student outcome data that are directly attributable to the school counseling program.	The school counseling program consistently builds the academic, career, and personal/social development of most students in the school, supporting at least some of this with student outcome data.	The school counseling program serves some students and lacks data to support effectiveness. The school counselor is not demonstrating initiative to improve the school counseling program.	The school counseling program is ineffective and the school counselor has demonstrated no attempts to make improvement to the delivery systems, increase the students served, or evaluate areas of particular strength or weakness.	
4.6	The school counselor provides systems support by effectively managing the school counseling program, as well as supporting other educational programs and student services. Note: This may include other school duties assigned by the administration, provided these assignments do not interfere with the counseling program and services to students.	The school counselor serves as a collegial leader and positive role model to provide management activities that support the counseling program, advocate for all students, and promote ethical standards with students, school personnel, parents, and community agencies.	The school counselor provides management activities that support the program's guidance, counseling, and advocacy initiatives in a way that advocates for all students; assists teachers with the integration of guidance activities into the curriculum; and shares ethically appropriate information about students with school personnel, parents, and community agencies.	The school counselor provides some, but not adequate, program management to the school counseling program. The school counselor is inconsistent in supporting other educational or student services programs.	The school counselor does not support the school counseling program with any program management activities. The school counselor is not involved—or is minimally involved—in providing support to other educational or student services programming through partnerships.	

**SUMMARY AND RATING**

May be based on observations, school counselor reflections, classroom visits, and data.

Overall Rating

Indicator	Maximum Score	Score	KEY	
Academic Achievement	24		72-80	Highly Effective
Student Assistance Services	16		64-71	Effective
Career Development	16		56-63	Improvement Necessary
Professional Leadership	24		0-55	Ineffective

Strengths	Specific Growth Areas

Additional documentation may be attached.

Administrator Signature:

Employee Signature:

Date:

Date:

\*The ratings have been discussed between the evaluator and the school counselor. Signing this document attest that the school counselor has read the document, not that he/she is in agreement with the document.

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Strengths

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Specific Growth Areas

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Employee Signature:

Date:

Date:

\*The ratings have been discussed between the evaluator and the school counselor. Signing this document attest that the school counselor has read the document, not that he/she is in agreement with the document.

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## School Nurse Evaluation Resources Information Sheet

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### ***Description:***

The Indiana School Nurse Evaluation Rubric was developed for professional school nurses, supervisors and administrators to understand and use as the foundation for accurately assessing the effectiveness of the school nurse who supports student achievement by delivering safe and highly skilled health services in schools.

Resources for the Evaluation Rubric:

- Rules and laws affecting the practice of school nursing:
  - Indiana Code 25-23 Nurses
  - Indiana Code 25-1 General Provisions
  - Title 848, Article 1-2 ,4-5,7 Registered Nurses and Practical Nurses, Standards for Competent Practice, Advanced Practice, Prescriptive Authority and State Nurse Assistance
  - Title 511, Article 4-1.5 Student Services
  - Title 511, Article 7-43 Related services
- Scope and Standards of Practice: School Nursing, 2<sup>nd</sup> edition, 2011, ANA,NASN
- Patricia Benner Nursing Theory: From Novice to Expert, 1984

- Charlotte Danielson, Enhancing Professional Practice: A Framework for Teaching, 2007; The Handbook for Enhancing Professional Practice, 2008; Implementing the Framework in Enhancing Professional Practice, 2009.

***Statement about modifications:***

School corporations may modify the resources to meet their local needs.

***Contact Person:***

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 317-232-9142

**Indiana School Nurse Evaluation Domain Rubric**

“School nursing is a specialized practice of professional nursing that advances the well-being, academic success, and life-long achievement and health of students. To that end, school nurses facilitate positive student responses to normal development; promote health and safety, including a healthy environment; intervene with actual and potential health problems; provide case management services; and actively collaborate with others to build student and family capacity for adaptation, self-management, self-advocacy, and learning.” (NASN, 2010)

Domain 1 for School Nurses: Planning and Preparation

Component	Level of Performance			
	Ineffective	Improvement necessary	Effective	Highly Effective



<p>1 a. Demonstrates knowledge of the practice of school nursing by utilizing education, skills and judgment in planning nursing care of students, age 3 to age 22. School nursing practice includes direct care, preventive health care, health education, health counseling and case management.</p>	<p>Nurse rarely or minimally displays the ability to compare and contrast clinical findings with normal and abnormal variations, child development and cultural diversity in planning and developing appropriate plan of action/care.</p> <p>Nurse rarely or minimally integrates an understanding of nursing knowledge by using the nursing process to develop a school health services program for students.</p> <p>Nurse demonstrates little or no current knowledge of the epidemiology of injuries and emergencies in planning health care of students There are no emergency care plans.</p>	<p>Nurse sporadically demonstrates the ability to compare and contrast clinical findings with normal and abnormal variations, child development and cultural diversity in planning and developing appropriate plan of action/care.</p> <p>Nurse sporadically integrates an understanding of nursing knowledge by using the nursing process to develop and evaluate a school health services program for students.</p> <p>Nurse demonstrates partial knowledge and understanding of the epidemiology of injuries and emergencies in planning health care services of students. Emergency care plans are minimal.</p>	<p>Nurse effectively demonstrates the ability to compare and contrast clinical findings with normal and abnormal variations, child development and cultural diversity in the development, implementation and evaluation of effective plan of action/care.</p> <p>Nurse effectively integrates understanding of nursing knowledge by using the nursing process to develop and evaluate school health care services program for students. Facilitates connections with student services personnel and health care providers.</p> <p>Nurse consistently utilizes and demonstrates knowledge of current epidemiology of injuries and emergencies in planning health care of students. Every student needing emergency care has an emergency care plan and first aid measures are communicated to all school personnel.</p> <p>Nurse effectively applies current knowledge of the epidemiology</p>	<p>Nurse consistently exhibits a pattern of effectively demonstrating the ability to compare and contrast clinical findings with normal and abnormal variations, child development and cultural diversity in the development, implementation and evaluation of appropriate plan of action/care.</p> <p>Nurse consistently integrates and applies an understanding of nursing knowledge by using the nursing process to develop and evaluate health care services for the students. Effectively and efficiently facilitates connections with student service personnel, health care providers, and other agencies.</p> <p>Nurse consistently utilizes and demonstrates knowledge of current epidemiology of injuries and emergencies in planning health care of students. Nurse is an active member of the crisis team and has incorporated emergency care and first aid measures in the School Safety Plan for all students.</p>
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	<p>Nurse demonstrates limited or no current knowledge of the epidemiology of infectious and communicable diseases in planning the school health services program, which includes an immunization program. Local health department collaboration is lacking.</p> <p>Nurse displays minimal or no current knowledge of the patho-physiology, signs, symptoms, and treatment of acute and chronic conditions in planning the school health services program.</p>	<p>Nurse displays familiarity of current epidemiology of infectious and communicable diseases in planning the school health services program which includes an immunization program. There is minimal evidence of collaboration with local and state health departments.</p> <p>Nurse sporadically integrates current knowledge of the pathophysiology, signs and symptoms of acute and chronic conditions in planning the school health services program.</p> <p>Nurse demonstrates limited knowledge of evidence based</p>	<p>of infectious and communicable diseases in planning and evaluating the school health services program which includes an immunization program. Collaboration with parents, health care providers, school personnel and local and state health departments is evident.</p> <p>Nurse consistently and efficiently uses current knowledge of the pathophysiology, signs, symptoms, and treatment of acute and chronic conditions in planning and evaluating the school health services program.</p> <p>Nurse consistently verifies knowledge of evidence based medication and treatment regimens for the students in planning and documenting nursing care.</p>	<p>Nurse is consistent in seeking and applying current knowledge and information of the epidemiology of infectious and communicable diseases in planning and evaluating the school health services program which includes an immunization program. Collaboration with parents, health care providers, school personnel, community members and local and state health departments is consistently demonstrated. (Is aware of reporting regulations concerning 20% absence rate).</p> <p>Nurse actively seeks and effectively uses current knowledge of the pathophysiology, signs, symptoms, and treatment of acute and chronic conditions in planning and evaluating the school health services program that displays collaboration of health care providers and community/state resources.</p> <p>Nurse is consistent in effectively and efficiently using evidence based medication and treatment regimens for students in planning and documenting nursing care, which includes teaching students and</p>
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	<p>Nurse has minimal or no current knowledge of evidence based medication and treatment regimens for the students in planning and documenting nursing care.</p>	<p>medication and treatment regimens for the students in planning and documenting nursing care.</p>		<p>engaging students in their health care.</p>
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1b: Demonstrates knowledge of child and adolescent development related to learning, health literacy, health education and behavior during school health assessments, and required screenings with involvement of student, staff and parents.	Nurse has no or limited current knowledge of physical, mental, and psychosocial development of students , assessment of health status, instruction and education of students; lacks communication with student, parents, school staff and health care providers..	Nurse displays minimal knowledge of physical, mental and psychosocial development of student, assessment of health status, instruction and education of students; displays minimal communication with student, parents, school staff and health care providers.	Nurse consistently practices accurately and effectively in current understanding of physical, mental and psychosocial development of students during school assessment of health status, instruction and education; communication with student, parents, school staff, and health care providers.	The nurse's practice is highly effective by using accurate and current understanding of physical, mental and psychosocial development of students during school assessment of health status, instruction and education; communication with student, parents, school staff and health care providers is consistently practiced. Actively seeks to increase knowledge of the population served through health literacy experiences for the student.
1 c. Establishes goals and outcomes for nursing services appropriate to the educational setting, vision and mission of the school, and the physical, mental, emotional and psychosocial needs of students.	Nurse develops limited goals and objectives without alignment of priority health and education needs/problems of the students, vision and mission of school, and the school improvement plan. Consistently fails to develop a formal assessment of the school health services program.	Nurse develops goals and objectives that are suitable for some students, but they are not aligned to the health and education needs of the students, nor do they include a formal assessment of the school health services program.	Nurse consistently develops goals and objectives that effectively reflect alignment of the health and education needs of the students, vision and mission of the school, and the school improvement plan. A formal assessment of the school health services program is developed and implemented.	Nurse consistently exhibits an effective practice that includes development of goals and objectives that creates a healing environment through alignment of health and education needs of students, vision and mission of the school, and the school improvement plan. Conducts a formal assessment to evaluate the school health services program which is communicated to the administration.

1d: Demonstrates knowledge of local, state, and federal governance, health and education laws and rules, school district policies, procedures and resources.	Nurse has little or no knowledge of resources that are available for the school population, exhibits limited knowledge of school governance, health and education laws and rules and school policies and procedures in planning for the health, safety and well being of students.	Nurse displays an awareness of regulations and resources for students available through the school district, but limited in knowledge of resources available in the community. Knowledge of school governance, state regulations, health and education laws, school policies and procedures are rarely evident in nursing practice.	Nurse consistently maintains a list of resources available for the needs of students and their families that include health care, housing, and financial issues. Knowledge of school governance, state regulations, health and education laws and rules and school policies and procedures is consistently evident in practice of nursing.	Nurse contacts various agencies to facilitate referral and utilization of resources for health care, housing and financial issues. Knowledge of school governance, school policies, health and education rules and laws and community norms and culture is practiced daily The nurse serves on the coordinated school health advisory council, and monitors school policies for change.
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Domain 2 for School Nurses: The Environment				
Component	Level of Performance			
	Ineffective	Improvement necessary	Effective	Highly effective
2a: Creates a safe, healthy and nurturing environment with disciplined respectful behavior that reflects a caring and supportive relationship and follows the Code of Ethics for Nurses.	The interactions of the nurse with at least some students are negative and/or inappropriate in providing care or responding to needs of students.	The interactions of the nurse with students are a mix of positive and negative, with some students refusing to visit the nurse. Nurse is rarely known for respectful and individualized care of students.	The interactions of the nurse with students are consistently positive and respectful while recognizing culture and diversity, and the nurse modeling behaviors that provide an environment that is safe, healthy and promotes well being. Serves as a contributing member of the School Wellness / School Health Committee.	Students seek out the nurse, reflecting a high degree of comfort, trust and respect in the relationship for receiving effective health care. Active membership in the School Wellness /School Health Committee is displayed. The nurse consistently models a caring and supportive relationship that provides an environment that is safe, healthy and promotes well being.

<p>2b: Follows health protocols and procedures for safe and effective health care that is evidenced based. Collaborates with local and state health departments, and other county and state government agencies.</p>	<p>Procedures for the nursing office are nonexistent or in disarray. Nurse refuses to learn new procedures necessary for safe and effective care of students. Nurse is unaware of evidence based practice, and does not know where to find the information. Required vision and hearing screenings are rarely scheduled to meet the accreditation requirements. There is no plan for substitute nursing services.</p>	<p>Procedures are available, but not consistently up-dated or followed. Nurse has used few resources to learn about evidence based practices, but refuses to change. Required vision and hearing screenings are scheduled without notification of students, parents or staff. There is a list of substitute nurses available, but no plan for routinely contacting them.</p>	<p>Procedures are readily available, consistently up-dated and reflect evidence based practice. Nurse readily accesses resources for evidence based practices. Required vision and hearing screenings are scheduled in advance with notification of students, parents and staff. Collaboration with health departments and other county and state agencies is evident in practice. The substitute nurses have been contacted and understand their role.</p>	<p>Procedures and protocols for the nursing office are seamless, anticipating unexpected situations. Required vision and hearing screenings are scheduled in advance with notification of students, parents and staff. Nurse is known for willingness to accept students and any procedures they might require, using evidence based practice that is consistently highly effective. Initiates collaborative relationships with local and state departments of health, and other government agencies. Consistently initiates collaboration with health departments and other county and state agencies. Substitute nurses are trained and have regularly scheduled contact with the lead nurse</p>
<p>2c Organizes health office physical space with equipment and supplies readily available. Follows confidentiality as required by HIPPA/ FERPA requirements and utilizes universal precautions</p>	<p>The health office is in disarray or not prepared for planned activities. Medications are not properly stored. No schedule of medications and treatments is readily accessible for nurse or substitute nurse. Nurse fails to ensure and maintain</p>	<p>Attempts to create a well-organized and safe physical environment are partially successful. Medications are stored properly but are difficult to find for each student. Poorly organized schedule of medications and treatments is accessible to nurse or substitute nurse. Nurse makes minimal efforts to ensure confidentiality of health status, health information and records of students and staff. Nurse inconsistently</p>	<p>Health office is well organized and is appropriately effective for planned and emergency care and activities. Medications are properly stored and organized, and easily found for student administration. A daily schedule of medications and treatments is accessible to nurse and substitute nurse. Respect and confidentiality of student/staff health information and records is</p>	<p>Health office is efficiently organized, safe, and is highly appropriate for all planned and emergency care and activities. Medications are properly stored and well organized. A daily schedule of students' medications and treatments is well organized and readily accessible to nurse and substitute nurse. A high level</p>

	<p>confidentiality of health status, information and records, and has limited or no knowledge of HIPAA/FERPA in protecting students and staff.</p> <p>Nurse does not adhere to practice of universal precautions.</p>	<p>follows HIPAA/FERPA, and universal precautions when delivering services.</p>	<p>maintained.</p> <p>Nurse consistently follows universal precautions when delivering health services.</p> <p>.</p>	<p>of confidentiality and respect is the norm for care, information and record keeping in the nurse's office. HIPAA/FERPA and universal precaution are seamlessly incorporated into delivery of nursing services.</p>
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Domain 3 for School Nurses: Delivery of Services	
	Level of Performance

Component	Ineffective	Improvement necessary	Effective	Highly effective
3a: Establishes and maintains procedures for effective prevention, assessment, intervention and referrals; collects relevant health and education information to develop health services.	Nurse does not assess student needs or the assessments result in inaccurate or no action. Goals and objectives for school health services are lacking and do not support the organization and the delivery of safe and effective nursing practice.	Nurse assessments of students are perfunctory. Goals and objectives ignore mission and vision of school and needs of students for the delivery of effective school health services.	Nurse assesses individual students incorporating the mission and vision of school in the prevention, assessment, intervention and referral for the efficient and effective delivery of school health services.	Nurse conducts individualized detailed assessments of students incorporating the vision and mission of the school, in the prevention, intervention and referral for the delivery of consistently efficient and effective care. Evaluation of identified outcomes that contribute to maximum student health and school performance of students is included.
3b. Administers health care regimens for medication, treatment, anticipatory health counseling , emergencies and crisis intervention that assists instruction, learning and academic achievement	Medications are administered by nurse without regard or knowledge of the Nurse Practice Act, state laws and rules or school board policy. No plans for staff or substitute nurses are available. Program planning, management and evaluation is lacking. Is unaware of the emergency/safety plan for the buildings or the school improvement plan.	Medications are administered by nurse following school board policy and Nurse Practice Act. Signed release forms and student information from parents are not conveniently stored and records of medication administration are inconsistent. Information for substitute nurses is poorly organized. Program planning, management and evaluation are sporadic and not inclusive for emergency or crisis situations.	Medications are administered or delegated by nurse following school policy and Nurse Practice Act. Training for staff is planned, implemented, supervised and recorded. Medication administration information is recorded in appropriate format, and signed release and parent permission forms are conveniently stored and available when needed. Information for substitute nurses is available and well organized. Program planning, management and evaluation results are regularly submitted to the administration.	Medications are administered or delegated by nurse following school board policy and Nurse Practice Act. Training for staff is planned, implemented, supervised, and recorded. Medication administration information is recorded in appropriate and well organized format, and signed release and parent permission forms are efficiently available. Information for substitute nurses is available and well organized. Students become independent in self management for timely appointments, or independently take medications and follow designated safe routines and procedures. Program planning, management and evaluation is expertly completed and reported.



3c: Promotion of staff and student wellness through policies, coordination, intentional individual interactions and group presentations and activities	Nurse interactions with staff and students fail to promote wellness, health services delivery reflects lack of knowledge and understanding of health promotion and/or disease prevention.	Nurse efforts to promote staff and student wellness, health promotion, and/or disease prevention through intentional individual interactions and group presentations are partially completed without organization or evaluation.	Nurse coordinates and intentional interacts with individual and group presentations which result in students and staff acquiring the knowledge, skills and attitudes that help them adopt a healthy lifestyle that promotes wellness, and prevents disease reflecting an effective nursing practice.	Nurse's coordination and intentional individual interactions and group presentations are consistently effective with students and staff assuming an active role in the school in promoting wellness, a healthy lifestyle, and preventing disease. Data collection and evaluation methods are in place.
3d: Managing urgent and emergent health care needs within the school environment, and related activities	Nurse has no contingency plans for emergency situations, has not read the School Safety Plan and there is no plan for parent notification or staff training.	Nurse has plans for emergency situations for the most frequently occurring events, knows where School Safety Plan is located, but has not collaborated with community resources, administration or other staff.	Nurse plans, in collaboration with administration, Safety Specialist and other staff, for multiple situations that recognize community resources, includes training for students and staff on effective responses to emergencies.	Nurse plans in collaboration with administration, school safety specialist, staff and community have been practiced for many situations. Students, staff and parents know their responsibilities in case of emergencies.
3e Developing specialized (individualized) educational programs with health care plans and services for students with diverse medical and cultural needs, some of whom are identified meeting 504 requirements or special education, with IEP/IHP plans; works effectively with parents, health care providers, staff and community members.	Nurse declines to collaborate with parents, health care providers, and classroom teachers to develop specialized (individualized) educational and health care plans for students. These plans, which are lacking, are indicative of incomplete planning for safety and health care needs of students.	Nurse collaborates with parents, health care providers and classroom teachers in developing individualized educational, classroom programs/plans, and individualized health care plans when specifically asked. This lack of initiative and planning for the needs of students is unacceptable.	Nurse initiates collaboration with parents, health care providers and staff in developing individualized educational and health plans for students with diverse health and educational needs. Health assessments are consistently completed for students in special education, or that meet the 504 qualifications, thereby signifying an effective nursing practice.	Nurse initiates collaboration with parents, health care providers and staff in developing individualized educational and health care plans for the classroom and related school activities. Nurse is continually seeking ways to improve nursing care and locates and shares information and resources both within and outside the school for the safe, effective and specialized nursing care of students.

Domain 4 Professional Responsibilities	
	Level of Performance

Component	Ineffective	Improvement necessary	Effective	Highly effective
<p>4a: Knows and utilizes the Indiana Nurse Practice Act, Student Services Rule, Scope and Standards of School Nursing Practice, Code of Ethics for Nursing; health and educational laws and rules. Displays current licensure from the Indiana Professional Licensing Agency, and School Services Personnel, Professional School Nurse License from IDOE. Knows and understands the School Improvement Plans, school culture and community resources. CPR/AED certification is current.</p>	<p>Nurse does not maintain Professional Nurse License from IPLA. Nurse does not appear to know the Indiana Nurse Practice Act, Student Services Rule, Scope and Standards of School Nursing Practice, Code of Ethics for Nurses and does not reflect and evaluate his/her own practice or the reflections are inaccurate or self-serving. Nurse does not maintain current CPR/AED certification.</p>	<p>Registered Nurse license is in good standing from IPLA Nurse is aware of the Indiana Nurse Practice Act, Student Services Rule, Code of Ethics for Nurses, Scope and Standards of School Nursing Practice and reflections and evaluations of his/her own practice is moderately accurate but objectivity is lacking. Nurse's suggestions for improvement are global, but lack an assessment. Maintains current CPR/AED certification, but does not actively seek involvement of other staff in maintaining a safe environment.</p>	<p>Registered nurse license from IPLA is in good standing and Indiana School Nurse Certification is in the planning stage by continuing to pursue professional development and education for school nursing practice. Nurse adheres to the Indiana Nurse Practice Act, Scope and Standards of School Nursing, Code of Ethics for Nurses, Student Services Rule and provides an accurate and objective description of his/her practice. Specific goals, objectives and evaluation of the school nurse practice are timely and complete. Specific suggestions regarding the improvement of school health services are identified with a detailed plan for change. Maintains current CPR/AED certification, and meets the standards of care for a safe environment.</p>	<p>Registered nurse license is in good standing from IPLA. Indiana School Nurse Certification is current and nurse continues to pursue professional development and education related to school nursing. Nurse adheres to the Indiana Nurse Practice Act, Scope and Standards of School Nursing, Code of Ethics for Nurses, Student Services Rule and reflections and evaluation of his/her nursing practice is highly accurate and perceptive, citing specific examples. Nurse expertly draws on an extensive repertoire, including the School Improvement Plan, to implement alternate strategies for care. Maintains current CPR/AED certification, trains and/or identifies certified staff, circulates first aid/emergency care information to staff, and maintains a safe nursing practice.</p>

<p>4b</p> <p>Maintaining health records in accordance with school board policy, HIPAA/FERPA, and state and federal requirements; all reports are accurate and timely to meet accreditation requirements, and ensure health and safety of students.</p>	<p>Nurse does not keep up-to-date health information on all students in building(s). Information is in disarray and incomplete. Nurse's reports, records, and documentation are late or inaccurate. Student health plans do not exist or are in disarray. Immunization records, medication, treatment and health status documentation does not exist or is incomplete.</p>	<p>Nurse usually keeps current information on all students in the building(s). Reports, records and documentation are sometimes accurate, but occasionally late and do not follow Record Retention Policy. Student health plans are incomplete or partially effective. Health information is limited and not efficiently recorded. Immunization records and medication and treatment documentation are adequate and follow state and district requirements.</p>	<p>Nurse is consistently proficient in recording information on all students in the building(s). Reports, records, and documentation are accurate and submitted in a timely manner. Student health plans are effective and complete. Immunization records, medication and treatment documentation are timely, complete, and follow state and district requirements. Health status records are kept, and reviewed for safe, effective and confidential nursing</p>	<p>Nurse consistently exceeds in keeping relevant and accurate health information on all students in building(s). The health record is systematic and efficient with data used for program management, administrative reporting and school health program evaluation. Student health plans are fully effective and parents, staff and students participate in their development. Immunization records, medication and treatment documentations are always timely, complete, and follow state and district requirements, and confidentiality is highly maintained</p>
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4c: Communicating with students, school staff, families and community members about school health.	Nurse provides no information to others regarding school health and nursing practice is not an integral part of the educational program. Nurse avoids parent contact, does not show respect for families, or have an established method for parent communication concerning their child's health needs.	Nurse provides limited information to others regarding the school health program as an integral part of the educational program. Nurse interacts and communicates respectfully with families about their child's health care needs, but has difficulty with confidentiality in obtaining and using health information in multiple situations.	Nurse consistently provides thorough and accurate information to others regarding the school health program and communicates respectfully with individual families regarding their child's health needs. Nurse is respectful and friendly to families, handles routine, unexpected and emergency situations, and adheres to confidentiality practices. School health services are recognized for their effectiveness.	Nurse is proactive in providing complete information to others regarding the school health program, frequently in the leadership role. Nurse utilizes a variety of communication techniques that includes a home visit with individual families regarding their child's health care needs. Nurse is proactive and assumes leadership in handling routine, unexpected and emergency situations with parents and treats parents with respect and empathy; and the delivery of consistently effective school health services is evident.
4d: Actively participates in the professional community for professional growth, and in the performance of delivering safe and effective school health services.	Nurse's relationship with staff and peers is negative and self-serving. Nurse avoids involvement in building and district committees and events. Avoids educational meetings. Nurse does not engage in professional development when it is clearly a necessity for developing and maintaining nursing knowledge and skills.	Nurse's relationship with staff and peers is cordial and nurse participates in required building and district events and committees only when requested. Nurse participates in professional development on a limited basis when required by the school, frequently only attending professional development related to health. There is no display of recognition of the connection between health and education.	Nurse is supportive and works in a cooperative effort with staff and peers. Nurse volunteers and participates in building and district events and committees, making a substantial contribution to the learning environment of students, and reflective of a practice that understands the connection between health and education. Nurse consistently seeks professional development opportunities in health and education, and attends local, state and national activities/meetings, developing resources, mentoring and contributing to the Learning Connection.	Nurse is supportive and cooperative with all staff working as a team. Nurse volunteers and participates in building and district events and committees and assumes a leadership role. Nurse understands both health and education priorities of the school, and participates in local, state and national professional organizations. Nurse actively pursues and attends professional development activities, makes a contribution by volunteering for committee work at local, state/national meetings and contributes to the development of other nurses by mentoring, workshops, webinars, and the Learning Connection.

### School Social Worker Effectiveness Rubric: Guidance for Evaluating an Indiana School Social Worker

The School Social Worker Effectiveness Rubric was developed by representatives from the Indiana Department of Education and the Indiana School Social Work Association. Its purpose is to assist principals and supervisors in their efforts to increase school social workers' effectiveness and to define and prioritize the actions that effective school social workers use to facilitate a student's readiness to learn and thereby improve student achievement. This rubric provides a foundation for accurately assessing effectiveness along four domains; Planning, School Social Work Services, Leadership, and Core Professionalism.

#### **How might School Social Workers demonstrate their impact?**

School Social Workers are skilled at assessment and instruction/intervention at the school wide prevention level, at the targeted classroom/small group level, and at the individual behavioral/mental health level to address issues that prevent learning readiness. They are skilled at accessing and linking community resources to the school in response to an identified need. School social workers work collaboratively with school professionals, parents, and community leaders in a culturally responsive manner to support the optimum learning environment for students.

Measuring the impact of a school social worker's effectiveness may be demonstrated by the level of achievement of identified, measureable goals at the community/parent/school wide, targeted classroom/group/student, and intensive, individual student levels, as agreed upon by the school social worker and the evaluator.

#### **Domain 1: Purposeful Planning**

##### Example using Indicator 1.1

An understanding of the school community is essential to effective school social work planning. Community data can be accessed through a variety of sources, including the Census Bureau, [www.census.gov](http://www.census.gov) . STATS Indiana, [www.statsindiana.edu](http://www.statsindiana.edu), Kids Count, [www.iyi.org/reports/](http://www.iyi.org/reports/), SAVI, [www.savi.org](http://www.savi.org) and the United Way, [www.uwci.org](http://www.uwci.org). School data includes attendance, achievement, discipline, diversity, special education, and socio-economic data. Information on school climate can be accessed by parent/teacher/student surveys. Data analysis should be a routine school process. The school social worker may look at this data through the lens of the social work profession, identifying those issues that are creating obstacles to students being ready and prepared to learn. It is the analysis of school and community data that will lead to effective, culturally competent, school social work planning and the development of data driven, measureable goals.

### Example of a School Social Work Planning Goal:

\*Note that there are 4 indicators to the “Purposeful Planning” domain and ideally goals and results will address each of those indicators.

If, for example, the school social worker, school counselor, and school psychologist do not meet on a regular basis to assess data and identify student assistance goals for the school community, a measureable school social work goal might be:

The school social worker will meet monthly with other school assistance professionals in the building to assess discipline, attendance, and achievement data in order to develop a school student assistance plan for the school community.

### Documentation:

Documentation of goal achievement will facilitate the evaluator in making the correct designation of effectiveness. At the school-wide level the achievement of a goal may be the completion of a planned document- which might then serve as the baseline for the following year’s goals. Goals based on improving the current status of a barrier to school readiness, such as widespread incidents of bullying, would utilize current data as a baseline to set an annual target. A 5-10% annual improvement would be considered a realistic improvement in such school wide efforts as a reduction in discipline referrals. Achievement of group goals for groups receiving instruction in social skills, managing grief and loss etc. may be as high as 50-60% as evidenced by pre- and post-tests. Similarly, achievement of goals for individuals receiving intensive counseling may be higher, particularly if individual counseling goals are constructed collaboratively with the student.

The planning goal and its outcomes may be documented as:-

School	Strategy	Baseline/Current	Target	Target Data:	Actual
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		Data: September 2011	Date	June 2012	Data: June 2012
Jones Community School	School social worker will meet monthly with other student assistance professionals to develop a Student Assistance Strategic Plan for Jones Community School	No current student assistance collaborative meetings	June 2012	8 monthly meetings held.  A Student Assistance Plan developed and approved by the School Improvement Team for Jones Community School.	TBD

## **Domain 2: School Social Work Services**

### **Goal Setting:**

Having analyzed school community data, school social workers may identify concerns that are school wide or specific to certain sub-groups (grade levels, socio-economic groups, specific racial/ethnic groups, male/female, special education etc). One example might be the reporting of widespread bullying at the middle school level. Consequently, the goal of the school social worker may be to work collaboratively with the student assistance staff and the administrator to decrease the rate of bullying at the middle school level by 20%. This may be accomplished at the school-wide level by providing an evidence-based bully prevention training program for school staff and parents. At the targeted level a specific grade level may be identified to pilot the prevention program. At the individual intensive level, both students who have received disciplinary action for bullying other students, and those students who have been targeted by bullies, may be identified to receive individual counseling. Results of these initiatives may be documented by graphing the number of bullying incidents, training evaluation results, classroom surveys regarding knowledge of bullying and its impact, and/or the achievement of individual counseling goals. Such results would be available to the evaluator.

- Note that there are 6 indicators for the “School Social Work Services” domain and ideally goals and results will address each of these indicators.

### **Example of a School Social Work Service’s Goal:**

\*(Chosen target percentage should be determined by baseline/current data).

Overall Goal: Incidents of bullying will be reduced by 20% by the end of the school year.

Strategies to achieve goal at the School-wide, Targeted, and Intensive levels:-

- 1 .Data analysis of bullying incidents in school will be conducted (Indicator 2.3)
2. School-wide bully prevention training will be provided for school staff (Indicator 2.1 and 2.2)
  - 90% of staff will be trained in bully prevention
  - 95% of parents will receive bully prevention awareness materials through newsletter, school web-site and parent/teacher conferences.
3. Targeted grade level prevention program (Indicator 2.2 and 2.3)
  - In collaboration with 3<sup>rd</sup> grade teachers, an evidence-based bully prevention program will be implemented in all 3<sup>rd</sup> grade classrooms.
4. Intensive individual intervention (Indicator 2.4, 2.5 and 2.6)
  - All students who report being bullied, and those students who have been identified as having bullied other students, will be referred to a student assistance professional, including the school social worker, for intervention.

An example of how to record documentation of Strategy 3:

Student Group	Strategy	Baseline/Current Data	Target Date	Target Data	Actual Data
3 <sup>rd</sup> graders of Jones Community School	All 3 <sup>rd</sup> graders will receive an evidence-based bully prevention program	0%	June 2012	85% of 3 <sup>rd</sup> graders will complete the goals of the bully prevention program	June 2012 TBD

### **Domain 3: School Social Work Leadership**

A leadership goal would be based on a data analysis. The school social worker may utilize existing school data to consider school needs through the lens of the school infrastructure. This would allow the school social worker to consider existing leadership teams, the need for a leadership team, as well as the role of the school social worker on both school and community committees/organizations that support school improvement. The school social worker could then identify a leadership goal that would support an identified need for leadership.

#### **Example of a Leadership Goal:**



\***Note** that there are 5 indicators for the “School Social Work Leadership” domain and ideally goals and results will address each of those indicators.

If there is currently no student assistance professional serving on the Response to Instruction (RTI) Problem Solving Team, and referral data indicates that behavioral and mental health issues are identified as creating obstacles to learning readiness, an appropriate School Social Work Leadership Goal might be to serve as the student assistance representative on the RTI team. The role and responsibilities for this position would be identified and documentation of participation would be maintained.

Outcomes of the Leadership Goal for Indicator 3.1 may be documented as:

School	Goal	Baseline/Current Data	Target Date	Target Data	Actual Data
Jones Community School	Represent Student Assistance on the RTI Team at bi-weekly meetings completing all assigned tasks.	No student assistance representative	June 2012	Participation at the 12 RTI meetings, completing all assigned tasks	TBD

#### **Domain 4: Core Professionalism**

Core professionalism measures the minimum competencies expected in any profession and school social workers would be expected to meet the standards of all four indicators:

“Attendance”, “On-Time Arrival”, “Policies and Procedures”, and “Respect”, as indicated in the rubric.

#### **SSW Effectiveness Rubric Weighting:**

**Note:** In Domains 1, 3, and 4, ratings for each indicator would be allocated as follows:

Highly effective	4 points
Effective	3 points
Improvement necessary	2 points
Ineffective	1 point

In Domain 2 (School Social Work Services) the points would **double** due to the importance of this domain.

Highly Effective	8 points
Effective	6 points
Improvement necessary	4 points
Ineffective	2 points

Possible points would accrue as indicated below:

	Indicators	Possible Points
Domain 1: Planning	4 (x 4)	16
Domain 2: SSW Services	6 (x 8)	48
Domain 3: Leadership	5 (x4)	20
Domain 4: Professionalism	2 (x4)	8

**Total Possible Points: 92**

To calculate a final rating:

A total score of **82-92** would indicate a **highly effective** rating

A total score of **73-81** would indicate an **effective** rating

A total score of **64-72** would indicate an **improvement necessary** rating

A total score of **63 and below** would indicate an **ineffective** rating.

*“We have the power and the responsibility to close the achievement gap.”*

I. **Overview**

II. **Effectiveness Rubric**

- a. Domain 1: Planning
- b. Domain 2: School Social Work Services
- c. Domain 3: Leadership
- d. Domain 4: Core Professionalism

III. **Summary and Rating**

**Overview**

**What is the purpose of the School Social Work Effectiveness Rubric?**

The School Social Work Effectiveness Rubric was developed for three key purposes:

- **To shine a spotlight on effective school social work:** The rubric is designed to assist principals in their efforts to increase the effectiveness of the school social worker and ensure differentiated distribution of great school social workers across the state.
- **To provide clear expectations for school social workers:** The rubric defines and prioritizes the actions that effective school social workers use to enable students to fully benefit from education.
- **To support a fair and transparent evaluation of effectiveness:** The rubric provides the foundation for accurately assessing school social worker effectiveness along four discrete ratings.

**Who developed the School Social Worker Effectiveness Rubric?**

A representative group of school social workers from across the state, The Indiana School Social Work Association board members, along with staff from IDOE, contributed to the development of the rubric.

**What are the laws and standards and ethical codes that guided the development of this rubric?**

This rubric is based on the NASW School Social Work Code of Ethics, the Indiana School Social Work Standards that are an extension of the core *Standards for School Services Professionals* (approved May 20, 1998) of the State of Indiana, and Article 4 “Student Assistance Services 511 IAC 4-1.5-5”. The services described in the Article are those of prevention, assessment, intervention and referral.

### **How is the School Social Worker Effectiveness Rubric organized?**

School social work services will be evaluated under the following 4 domains of effectiveness:

- Domain 1: Planning
- Domain 2: School Social Work Services
- Domain 3: Leadership
- Domain 4: Professionalism

Discrete indicators within each domain target specific areas that effective school social workers focus upon.

## DOMAIN 1: Purposeful Planning

School social workers use the Indiana School Social Work Standards to develop a school social work plan based on a school and community data analysis that highlights the social, emotional, behavioral, and mental health needs of the students within the jurisdiction of the school social worker.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	<b>Utilize Student, School and Community Data to Plan</b>	School social worker uses data to formulate culturally competent: - School-wide social work program goals, small group goals, AND individual student goals	School social worker uses data to formulate culturally competent: - School-wide social work program goals, small group goals, OR individual student goals, but not all of the above	School social worker rarely uses data when planning.	School social worker never uses data when planning.
1.2	<b>Set Ambitious and Measurable Goals</b>	School social worker develops culturally competent student goals that are:- measurable; aligned to Indiana School Social Work Standards; AND include benchmarks to help monitor progress and inform interventions throughout the year	School social worker develops annual student goals that are:- measurable The goals typically do <i>not</i> :- align to Indiana School Social Work Standards; OR include benchmarks to help monitor student progress and inform interventions throughout the year	School social worker rarely develops achievement goals for interventions OR goals are developed, but are extremely general and not helpful for planning purposes	School social worker never develops achievement goals for interventions OR goals are developed, but are extremely general and not helpful for planning purposes
1.3	<b>Utilize Standards-Based Assessments and Interventions</b>	Based on goals, school social worker plans culturally competent interventions by:- identifying evidence-based interventions, strategies and practices specific to the identified need, determining a base-line measure from which to determine a measureable outcome, and allocating an appropriate amount of time in which to achieve the identified goal	School social worker plans culturally competent interventions by:- utilizing information from school referral form and student interview  School social worker typically does not : complete a thorough data search of relevant school,community data and conduct parent /guardian interview prior to developing individual and/or group intervention strategies, utilize relevant research-based assessment tools	School social worker rarely plans assessments and/or interventions that are evidence--based OR there is little to no evidence that the school social worker plans interventions at all.	School social worker never plans assessments and/or interventions that are evidence--based OR there is little to no evidence that the school social worker plans interventions at all.

1.4	<b>Progress tracking and recording for the purposes of intervention analysis</b>	School social worker uses an effective progress monitoring system to:- regularly track and record student progress, use the data to inform interventions, conform to ethical codes and standards of practice	School social worker uses an effective system to:- track student progress, record student data. School social worker typically does <i>not</i> :- use the data to monitor and adjust the intervention, conform to ethical codes and standards of practice such as maintaining the confidentiality of counseling sessions and case records	School social worker rarely tracks and records student progress in case notes	School social worker never tracks and records student progress in case notes
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## DOMAIN 2: EFFECTIVE SCHOOL SOCIAL WORK SERVICES

School social workers provide comprehensive, culturally competent, school social work services to individuals, groups, families, the school system, and the community.

Indicators	Highly Effective (8)	Effective (6)	Improvement Necessary (4)	Ineffective (2)
<b>Indicator 2.1:</b>  <b>Knowledge of the laws, rules and policies which impact students, families</b>	School social worker effectively uses knowledge of laws, rules, and policies which impact students, families and the school community	School social worker uses knowledge of laws, rules, and policies which impact students, families and the school community	School social worker demonstrates limited knowledge of laws, rules, and policies which impact students, families and the school community.	School social worker demonstrates no knowledge of laws, rules, and policies which impact students, families and the school community.

<p><b>and the school creating protections and/or barriers to successful student outcomes</b></p>	<p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as:</i></p> <p>School social worker: - possesses a thorough understanding of the laws, rules, and policies which impact students, families, and the school community and is able to answer most questions, is able to counsel students and parents effectively regarding relevant laws, rules and policies and, contribute to school policy decisions</p>	<p>School social worker: - possesses a thorough understanding of the laws, rules, and policies which impact students, families, and the school community and is able to answer most questions, is able to counsel students and parents effectively regarding relevant laws, rules and policies and, contribute to school policy decisions but is <i>not able to</i> :- contribute to school policy decisions due to lack of knowledge, counsel students and families regarding the laws rules and policies which affect them, or advocate for students or families due to lack of knowledge</p>	<p>School social worker is unable to answer <i>most</i> questions from parents , teachers or the school community related to relevant laws, rules, and school policy</p> <p>School social worker is unable to contribute effectively to school policy decisions due to lack of knowledge.</p> <p>School social worker is unable to counsel students and families effectively in all circumstances regarding the laws rules and policies which affect them</p> <p>School social worker is unable to advocate for students or families due to lack of inconsistent knowledge</p>	<p>School social worker is unable to answer questions from parents , teachers or the school community related to relevant laws, rules, and school policy</p> <p>School social worker is unable to contribute to school policy decisions due to lack of knowledge.</p> <p>School social worker is unable to counsel students and families regarding the laws rules and policies which affect them</p> <p>School social worker is unable to advocate for students or families due to lack of knowledge</p>
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Indicators	Highly Effective (8)	Effective (6)	Improvement Necessary (4)	Ineffective (2)
<b>Indicator 2.2:</b>  <b>Prevention Services</b>	<p>School social worker is effective in accessing and interpreting school data. The school social worker is also proficient in identifying and implementing evidence-based, culturally competent prevention strategies to meet school community and student client needs.</p> <p>School social worker routinely provides culturally competent prevention services, is involved in school wide data review and analysis, and is prepared to identify and implement school wide prevention programs and practices</p>	<p>School social worker needs improvement in accessing and analyzing school data. Improvement is also needed in the identification and implementation of evidence-based prevention strategies to meet school community and student client needs.</p> <p>School social worker is prepared to allocate time for prevention services, and does so in a limited way with individual clients but:- is not involved in school wide data review and analysis, and is unprepared to identify and implement school wide prevention programs and practices</p>	<p>School social worker is inconsistently effective in identifying student and school community needs and providing appropriate, evidence-based prevention strategies to address them.</p> <p>School social worker does not consistently:- allocate time for prevention services, is not involved in school wide data review and analysis, is unaware of the implications of the data analysis for student clients, ,and is unprepared to identify and implement prevention programs and practices</p>	<p>School social worker is ineffective in identifying student and school community needs and providing appropriate, evidence-based prevention strategies to address them.</p> <p>School social worker does not:- allocate time for prevention services, is not involved in school wide data review and analysis, is unaware of the implications of the data analysis for student clients, ,and is unprepared to identify and implement prevention programs and practices</p>



Indicators	Highly Effective (8)	Effective (6)	Improvement Necessary (4)	Ineffective (2)
<b>Indicator 2.3:</b>  <b>Assessment Services</b>	School social worker is effective in assessing the needs of the school-wide community, sub-groups of students, and individual clients utilizing appropriate, culturally competent, assessment techniques and instruments to determine the appropriate intervention.	School social worker assesses the needs of the school-wide community, sub-groups of students, and individual clients utilizing appropriate , culturally competent, assessment techniques and instruments to determine the appropriate intervention.	School social worker needs improvement in assessing the needs of the school-wide community, sub-groups of students, and individual clients utilizing appropriate , culturally competent, assessment techniques and instruments to determine the appropriate intervention.	School social worker is ineffective in assessing the needs of the school-wide community, sub-groups of students, and individual clients utilizing appropriate, culturally competent, assessment techniques and instruments to determine the appropriate intervention.

	<p>School social worker completes a thorough needs assessment prior to beginning school social work services utilizing a variety of culturally competent, assessment tools including :-</p> <p>a teacher or parent referral identifying the behaviors that are preventing the student(s) from being successful,</p> <p>student data, parent or student interview/ social history, and, when appropriate, community information,</p> <p>culturally appropriate assessment instruments,</p> <p>serving on a multidisciplinary team to identify student strengths and needs, and</p> <p>using progress monitoring techniques to continually assess the response to the school social work intervention</p>	<p>School social worker relies primarily on a teacher or parent referral to determine the school social work service provided to an individual or group of students.</p> <p>School social worker accesses student data, parent or student interview, or community information prior to determining an appropriate intervention</p> <p>School Social Worker does some of the following:-</p> <p>become familiar with, or choose to utilize, culturally competent, assessment instruments to complete a thorough assessment prior to planning an intervention,</p> <p>serve on a multidisciplinary team to identify student strengths and needs, or</p> <p>use progress monitoring techniques to continually assess the response to school social work interventions.</p>	<p>School social worker relies primarily on a teacher or parent referral to determine the school social work service provided to an individual or group of students.</p> <p>School social worker does access student data, parent or student interview, or community information prior to determining an appropriate intervention</p> <p>But <i>typically does not</i>:-</p> <p>become familiar with, or choose to utilize, culturally competent, assessment instruments to complete a thorough assessment prior to planning an intervention,</p> <p>serve on a multidisciplinary team to identify student strengths and needs, or</p> <p>use progress monitoring techniques to continually assess the response to school social work interventions.</p>	<p>School social worker relies solely on a teacher or parent referral to determine the school social work service provided to an individual or group of students.</p> <p>School social worker does not access student data, parent or student interview, or community information prior to determining an appropriate intervention</p> <p>School social worker is not familiar with, and/or does not utilize, assessment instruments to complete a thorough assessment prior to planning an intervention</p> <p>School social worker does not use progress monitoring techniques to continually assess the response to the school social work intervention.</p>
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Indicators	Highly Effective (8)	Effective (6)	Improvement Necessary (4)	Ineffective (2)
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<p><b>Indicator 2.4:</b></p> <p><b>Intervention Services</b></p>	<p>School social worker is effective in providing culturally appropriate school wide, small group, and individual social work interventions</p> <p>School social worker typically:- responds to requests from the school community, the school, teachers and/or parents to provide interventions that would alleviate barriers to learning, utilizes evidence-based interventions and supports accessing professional development on an ongoing basis to improve knowledge and implementation in this area,</p> <p>demonstrates an understanding of evidence-based frameworks of intervention such as Response to Intervention and Positive Behavioral Interventions and Supports and provides assistance in school-wide implementation, and collaborates with other school professionals to provide multi-disciplinary interventions to students evaluated by problem-solving teams.</p>	<p>School social worker is effective in providing culturally appropriate school wide, small group, and individual social work interventions</p> <p>School social worker responds to requests from the school community, the school, teachers and/or parents to provide interventions that would alleviate barriers to learning, The school social worker <i>does some of the following effectively</i>:-</p> <p>utilize evidence-based interventions and supports and access professional development to improve knowledge and implementation in this area,</p> <p>demonstrate an understanding of evidence-based frameworks of intervention such as Response to Intervention and Positive Behavioral Interventions and Supports and provide assistance in school-wide implementation. or</p> <p>collaborate with other school professionals to provide multi-disciplinary interventions to students evaluated by problem-solving teams.</p>	<p>School social worker needs improvement in providing culturally appropriate school wide, small group, and individual social work interventions</p> <p>School social worker typically responds to requests from the school community, the school, teachers and/or parents to provide interventions that would alleviate barriers to learning, The school social worker <i>typically does not</i>:-</p> <p>utilize evidence-based interventions and supports and access professional development to improve knowledge and implementation in this area,</p> <p>demonstrate an understanding of evidence-based frameworks of intervention such as Response to Intervention and Positive Behavioral Interventions and Supports and provide assistance in school-wide implementation. or</p> <p>collaborate with other school professionals to provide multi-disciplinary interventions to students evaluated by problem-solving teams.</p>	<p>School social worker is ineffective in providing culturally appropriate school wide, small group, and individual social work interventions</p> <p>School social worker rarely or never responds to requests from the school community, the school, teachers and/or parents to provide interventions that would alleviate barriers to learning,</p> <p>School social worker has little knowledge of evidence-based interventions and does not access professional development to improve knowledge in this area.</p> <p>School social worker has little understanding of evidence-based frameworks of intervention such as Response to Intervention and Positive Behavioral Interventions and Supports and is unable to assist in implementation.</p> <p>School social worker does not work collaboratively with other school professionals to provide multi-disciplinary interventions to students evaluated by problem-solving teams.</p>
<p><b>Indicators</b></p>	<p><b>Highly Effective (8)</b></p>	<p><b>Effective (6)</b></p>	<p><b>Improvement Necessary (4)</b></p>	<p><b>Ineffective (2)</b></p>
<p><b>Indicator</b></p>	<p>School social worker is highly effective in identifying referral</p>	<p>School social worker is effective in identifying referral resources,</p>	<p>School social worker needs improvement</p>	<p>School social worker is ineffective in</p>

<b>2.5: Referral Services</b>	resources, facilitating the process of referral, and following up on student/family referrals	facilitating the process of referral, and following up on student/family referrals	in identifying referral resources, facilitating the process of referral, and following up on student/family referrals	identifying referral resources, facilitating the process of referral, and following up on student/family referrals.
	<p>School social worker responds promptly to referral from parents, staff and the community for school social work services. The social worker knows many of the local community resources.</p> <p>School social worker has a recognized and confidential protocol for receiving or making referrals.</p> <p>Referrals are formally documented – including efforts to follow-up to determine the outcomes of those referrals.</p>	<p>School social worker responds promptly to referral from parents, staff and the community for school social work services. The social worker knows many of the local community resources.</p> <p>School social worker has a recognized and confidential protocol for receiving or making referrals.</p> <p>Referrals are formally documented – including efforts to follow-up to determine the outcomes of those referrals.</p>	<p>School social worker typically responds to referrals from parents and staff and has a handful of resources to which students/parents are most often referred.</p> <p>The school social worker <i>typically does not</i>:-</p> <p>consistently Implement a recognized and confidential referral process,</p> <p>document all referrals, or</p> <p>routinely follow up on referrals to determine outcomes</p>	<p>School social worker is unfamiliar with school community resources and rarely makes appropriate referrals to meet identified needs.</p> <p>School social worker has no recognized protocol for receiving or making referrals.</p> <p>Referrals from parents, staff, and/or the community are processed informally with little consideration for confidentiality.</p> <p>There is little formal documentation or follow-up to determine the outcomes of the referrals that are made by the school social worker.</p>

<b>Indicators</b>	<b>Highly Effective (8)</b>	<b>Effective (6)</b>	<b>Improvement Necessary (4)</b>	<b>Ineffective (2)</b>
<b>Indicator 2.6:</b>	School social worker is highly effective in demonstrating the skills that epitomize the unique value of school social work services	School social worker is effective in demonstrating the skills that epitomize the unique value of school social work services	School social worker needs improvement in demonstrating the skills that epitomize the unique value of school social work services	School social worker is ineffective in demonstrating the skills that epitomize the unique value of school social work services

<b>School Social Work Skills</b>	<p>For level 4, all of the evidence listed under Level 3 is present, as well as the following:- the school social worker takes every opportunity to enhance his/her school social work skills by taking advantage of professional development, and</p> <p>takes opportunities to share school social work knowledge and skills by providing professional development to the school / professional community</p>	<p>School social worker consistently demonstrates school social work skills which include: -</p> <p>knowledge and skills related to the identification of social, emotional, behavioral and/or mental health barriers to student success,</p> <p>the relationship skills of compassion, empathetic listening, effective communication, collaborative team building, consensus building, and leadership,</p> <p>the organizational skills of time management, task completion and documentation,</p> <p>knowledge of diversity and cultural competence,</p> <p>.knowledge and implementation of the Indiana School Social Work Standards, and</p> <p>ethical problem solving</p>	<p>School social worker demonstrates some, but not all, of the following school social work skills and/or may not demonstrate them consistently:-</p> <p>knowledge and skills related to the identification of social. emotional, behavioral and/or mental health barriers to student success,</p> <p>the relationship skills of compassion, empathetic listening, effective communication, collaborative team building, consensus building, and leadership,</p> <p>the organizational skills of time management, task completion and documentation,</p> <p>knowledge of diversity and cultural competence,</p> <p>knowledge and implementation of the Indiana School Social Work Standards, and</p> <p>ethical problem solving</p>	<p>School social worker rarely demonstrates :-</p> <p>knowledge and skills related to the identification of social, emotional, behavioral and/or mental health barriers to student success,</p> <p>the relationship skills of compassion, empathetic listening, effective communication, collaborative team building, consensus building, and leadership,</p> <p>the organizational skills of time management, task completion and documentation,</p> <p>knowledge of diversity and cultural competence,</p> <p>knowledge and inplementation of the Indiana School Social Work Standards, or</p> <p>ethical problem-solving.</p>
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### DOMAIN 3: School Social Worker Leadership

School social workers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	<b>Contribute to School Culture</b>	At Level 4, a school social worker fulfills the criteria for Level 3 and additionally may:- seek out leadership roles, and go above and beyond in making time for developing and supporting major school initiatives	School social worker will:- contribute ideas and expertise to further the schools' mission and initiatives, and dedicate time efficiently, when needed, to support major school initiatives	School social worker will:- contribute occasional ideas and expertise to further the school's mission and initiatives.  School social worker typically does <i>not</i> :- use time efficiently to allow for opportunities to support initiatives to improve the culture of the school	School social worker rarely or never provides ideas aimed at improving school efforts.  School social worker dedicates little or no time outside of school time towards helping students and peers.
3.2	<b>Collaborate with Peers</b>	At Level 4, a school social worker fulfills the criteria for Level 3 and additionally may: work collaboratively with other student assistance professionals to develop a student assistance plan for the school, and take on leadership roles within collaborative groups such as the Indiana School Social Work Association	School social worker will:- seek out and participate in regular opportunities to work with and learn from others, ask for assistance, when needed, and provide assistance to others in need, and seek to provide other school professionals with assistance when needed .	School social worker will:- participate in occasional opportunities to work with and learn from others, and ask for assistance when needed. School social worker typically does <i>not</i> :- seek to provide other school professionals with assistance when needed OR regularly seek out opportunities to work with others OR work collaboratively with other student assistance professionals to develop a student assistance plan for the school.	School social worker rarely or never participates in opportunities to work with others. School social worker works in isolation and is not a team player.
3.3	<b>Seek Professional Skills and Knowledge</b>	At Level 4, a school social worker fulfills the criteria for Level 3 and additionally may: regularly share newly learned knowledge and practices with others, and seek out opportunities to lead professional development sessions.	School social worker will:- actively pursue opportunities to improve knowledge and practice, seek out ways to implement new concepts into school social work practice, where applicable, and welcome constructive feedback to improve practices.	School social worker will:- attend all mandatory professional development opportunities  School social worker typically does <i>not</i> :- actively pursue optional professional development opportunities, seek out ways to implement new concepts into school social work practice, or accept constructive feedback well.	School social worker rarely or never attends professional development opportunities. School social worker shows little or no interest in new ideas, programs, or workshops to improve school social work skills.

<b>3.4</b>	<b>Advocate for Student Success</b>	At Level 4, a school social worker fulfills the criteria for Level 3 and additionally may: display commitment to the educational success of all the students in the school, and make changes and take risks to ensure student success.	School social worker will:- display commitment to the educational success of all his/her student clients, attempt to remedy obstacles around student achievement, and advocate for students' individualized needs.	School social worker will:- display commitment to the educational success of all his/her student clients.  School social worker typically does <i>not</i> : advocate for students' needs	School social worker rarely or never displays commitment to the educational success of his/her student clients. School social worker accepts the obstacles to student success and does not advocate for students or their needs.
<b>3.5</b>	<b>Engage Families and the Community in Student Achievement</b>	At Level 4, a school social worker fulfills the criteria for Level 3 and additionally:- strives to form relationships in which parents are given ample opportunity to participate in student achievement, and is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events.	School social worker will:- proactively reach out to parents and the community in a variety of ways to engage them in student achievement, respond promptly to contact from parents, and engage in all forms of parent outreach required by the school.	School social worker will:- respond to contact from parents, and engage in all forms of parent outreach required by the school.  School social worker typically does <i>not</i> : proactively reach out to parents and the community to engage them in student achievement.	School social worker rarely or never reaches out to parents and/or the community and frequently does not respond to contacts from parents.



**Domain 4: Social Worker Core Professionalism**

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. School social workers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Indicator		Does Not Meet Standard	Meets Standard
1	Attendance	Individual demonstrates a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
2	On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3	Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)
4	Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

**SUMMARY AND RATING:**

The School Social Worker Effectiveness Rubric Guidance Document has been developed to assist school social workers in preparing for evaluation – and school evaluators in the evaluation process. The final page of the document describes how to calculate the final score and rating for the school social worker.

## DIRECTOR OF LEARNING DOMAIN 1: A Data-Driven Focus to Support Student Achievement

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	<b>The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement.</b>	The district leader ensures adjustments are made or new strategies created so that all personnel know the critical goals for improving student achievement.	The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement AND monitors the extent to which personnel know and provide support for the most critical goals for improving student achievement.	The district leader attempts to ensure clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement, but does not complete the task or is not successful.	The district leader does not attempt to ensure clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement.
1.2	<b>The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals.</b>	The district leader ensures adjustments are made or new strategies are created so data show progress toward the goals.	The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals AND monitors the extent to which data reveal progress toward goals.	The district leader attempts to ensure data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals, but does not complete the task or is not successful.	The district leader does not attempt to ensure data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals.
1.3	<b>The district leader ensures appropriate support is provided to schools when data indicate interventions are needed to improve student achievement.s</b>	The district leader ensures adjustments are made or new strategies are created so results show all intervention programs are achieving results.	The district leader ensures appropriate support is provided to schools when data indicate interventions are needed to improve student achievement AND monitors the extent to which interventions improve student achievement.	The district leader attempts to ensure appropriate support is provided to schools when data indicate interventions are needed to improve student achievement, but does not complete the task or is not successful.	The district leader does not attempt to ensure appropriate support is provided to schools when data indicate interventions are needed to improve student achievement.

### Examples of Evidence for Domain 1:

- Goals are aligned with district and/or school goals
- Goals focus on student growth and eliminating the achievement gap
- Multiple sources of data are used to identify the most critical needs for improving student achievement
- Goals are incorporated in daily work plans/schedules
- Benchmark data are established and used to analyze and monitor progress in an ongoing system to monitor progress
- Adaptations or adjustments are created when data indicate progress is not advancing toward the goals
- Professional development is aligned to support needed interventions
- District--wide interventions are implemented when data indicate a need .

## DIRECTOR OF LEARNING **DOMAIN 2: Continuous Support for Improvement of Instruction**

Desired Effect: Personnel continue to grow professionally in an environment that values professional development and a reflective evaluation system that emphasizes

continued growth for all educators.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1	<b>The district leader provides a clear vision regarding the district instructional model and how to implement the model.</b>	The district leader ensures adjustments are made or new strategies are created so all personnel know and implement the instructional model.	The district leader provides a clear vision regarding the district instructional model and how to implement the model AND monitors the extent to which personnel provide support for implementing the instructional model.	The district leader provides a clear vision regarding the district instructional model and how to implement the model.	The district leader does not attempt to provide a clear vision regarding the district instructional model and how to implement the model.
2.2	<b>The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth.</b>	The district leader ensures adjustments are made or new strategies are created so all personnel continue to grow and develop expertise.	The district leader effectively supports school and department leaders who continually enhance their leadership skills through reflection and professional growth AND monitors the extent to which personnel continue to demonstrate professional growth.	The district leader attempts to effectively support and retain school and department leaders who continually enhance their leadership skills through reflection and professional growth, but does not complete the task or is not successful.	The district leader does not attempt to effectively support and retain school and department leaders who continually enhance their leadership skills through reflection and professional growth.
2.3	<b>The district leader provides ongoing support for the system's evaluation system to ensure instructional best practices, professional growth and reflection are the focus while keeping in line with state mandates and necessary revisions.</b>	The district leader ensures adjustments are made, or new strategies are created, so all constituents obtain training in the use of our evaluation system AND are involved in the development and revision to maintain effective understanding for promoting continued professional growth.	The district leader provides ongoing training for constituents in the use of our evaluation system AND are involved in the development and revision to maintain effective understanding for promoting continued professional growth.	The district leader attempts to provide ongoing training for constituents in the use of our evaluation system OR does not attempt to involve others in the development and revision to maintain effective understanding. Attempts are made, but the leader does not complete the task or is rarely successful.	The district leader does not attempt to provide ongoing training for constituents in the use of our evaluation system. There is a lack of collaboration involved in the development and revision to maintain effective understanding for promoting continued professional growth.

DIRECTOR OF LEARNING DOMAIN 2: Continuous Support for Improvement of Instruction					
Desired Effect: Personnel continue to grow professionally in an environment that values professional development and a reflective evaluation system that emphasizes continued growth for all educators.					
Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.4	The district leader ensures that personnel are provided with job-embedded professional development to optimize professional capacity and support growth goals.	The district leader ensures adjustments are made or new strategies are created so professional development results in all personnel meeting their professional growth goals.	The district leader ensures that personnel are provided with job--embedded professional development to optimize professional capacity and support growth goals AND monitors the extent to which personnel continue to grow professionally and meet professional growth goals.	The district leader attempts to ensure that personnel are provided with job--embedded professional development to optimize professional capacity and support growth goals, but does not complete the task or is not successful.	The district leader does not attempt to ensure that personnel are provided with job--embedded professional development to optimize professional capacity and support growth goals.

#### Examples of Evidence for Domain 2:

- Articulates the vision of the instructional model within their area of responsibility
- Monitors the actions of personnel to determine if they provide support for the instructional model
- Holds personnel accountable for supporting the instructional model
- Personnel can explain how their actions support the instructional model
- Adaptations or adjustments are created when data indicate the instructional model is not implemented/supported
- Supports and assists personnel who do not continue to develop expertise
- Documents reflective practices as related to professional growth
- Professional development opportunities and resources are available to personnel to support their growth goals
- Personnel participation is tracked to document professional development activities
- Coaching and support are available to personnel regarding their growth goals
- Data are collected linking the effectiveness of professional development to the improvement of appropriate practices
- Instructional coaching is available to help personnel achieve professional growth goals
- Opportunities are available for personnel to provide input regarding their professional development needs
- Evaluation tools are updated and maintained with collaboration of team

## DIRECTOR OF LEARNING DOMAIN 3: Continuous Support for a Guaranteed and Viable Curriculum

Desired Effects: Curriculum and assessments align with established standards. Adequate time and communication is coordinated for implementation of initiatives and curriculum.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	<b>The district leader ensures curriculum and assessment initiatives at the district and school levels adhere to federal, state, and district standards.</b>	The district leader ensures adjustments are made or new strategies are created so curriculum and assessment initiatives align with established standards.	The district leader ensures that curriculum and assessment initiatives at the district and school levels adhere to federal, state, and district standards AND monitors the extent to which curriculum and assessments align with established standards.	The district leader attempts to ensure that curriculum and assessment initiatives at the district and school levels adhere to federal, state, and district standards, but does not complete the task or is not successful.	The district leader does not attempt to ensure that curriculum and assessment initiatives at the district and school levels adhere to federal, state, and district standards.
3.2	<b>The district leader organizes and facilitates curricular development opportunities to advance planning and learning throughout the district.</b>	The district leader ensures adjustments are made or new strategies are created so personnel have time to develop, revise and implement district--level programs, curricula, and other initiatives.	The district leader ensures that district--level programs, curricula, and other initiatives are coordinated AND monitors the extent to which adequate time is available for implementation of initiatives.	The district leader attempts to ensure that district--level programs, curricula, and other initiatives can be adequately addressed in the time available to the district and schools, but does not complete the task or is not successful.	The district leader does not attempt to ensure that district--level programs, curricula, and other initiatives can be adequately addressed in the time available to the district and schools.
3.3	<b>The district leader supports and communicates with building leaders to foster ongoing instructional leadership at the building level.</b>	The district leader proactively communicates and/or supports building leaders in understanding curriculum AND is effectively responsive to building level needs.	The district leader communicates and/or supports building leaders in understanding curriculum and is adequately successful.	The district leader attempts to communicate or support building leaders in understanding curriculum but is rarely successful or does not complete the task.	The district leader does not attempt to communicate or support building leaders in understanding curriculum.

### Examples of Evidence for Domain 3:

- Documents are in place reflecting that support for curriculum and assessment initiatives adhere to federal, state, and district standards
- Information is available examining the extent to which assessments accurately measure the written and taught curriculums
- Analyzes the relationship between the written curriculum, taught curriculum, and assessments, for rigor and cultural relevance
- Demonstrates awareness of how implementation of federal, state, and district standards are impacted by operational practices
- Uses appropriate federal, state, and district standards when making decisions to support curriculum and assessment initiatives
- Personnel can describe how they support the essential content and standards in their area of responsibility
- Personnel can explain how curriculum and assessments are aligned to improve student achievement

## DIRECTOR OF LEARNING DOMAIN 4: Community of Care and Collaboration

Desired Effects: The district leader enhances the functioning of the district. Constituents feel valued and desire to be part of the district. Input is used to create a student--centered district. Leadership development enhances the functioning of the district.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.1	<b>The district leader ensures constituents (e.g. school board, admin, teachers, students, and parents) perceive the district as caring, collaborative, and cooperative.</b>	The district leader ensures adjustments are made or new strategies are created so constituents perceive the district as caring, collaborative, and cooperative.	The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as caring, collaborative, and cooperative AND monitors the extent to which constituents feel valued and desire to be part of the district.	The district leader attempts to ensure that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as caring, collaborative, and cooperative, but does not complete the task or is rarely successful.	The district leader does not attempt to ensure that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as caring, collaborative, and cooperative.
4.2	<b>The district leader ensures equity in a student--centered district with input from constituents (e.g. school board, administrators, teachers, students, and parents).</b>	The district leader ensures adjustments are made or new strategies are created so all input is used to create a student-centered district.	The district leader ensures equity in a student--centered district with input from constituents (e.g. school board, administrators, teachers, students, and parents) AND monitors the extent to which input is used to create a student-centered district.	The district leader attempts to ensure equity in a student--centered district with input from constituents (e.g. school board, administrators, teachers, students, and parents), but does not complete the task or is rarely successful.	The district leader does not attempt to ensure equity in a student--centered district with input from constituents (e.g. school board, administrators, teachers, students, and parents).
4.3	<b>The district leader supports leadership development and monitors that responsibilities are appropriately delegated and shared.</b>	The district leader ensures adjustments are made or new strategies are created so all current and potential leaders have opportunities for leadership development.	The district leader ensures leadership development and responsibilities are appropriately delegated and shared AND monitors the extent to which leadership development enhances the functioning of the district.	The district leader attempts to ensure leadership development and responsibilities are appropriately delegated and shared, but does not complete the task or is rarely	The district leader does not attempt to ensure leadership development and responsibilities are appropriately delegated and shared.

4.4	<b>The district leader is transparent, communicates effectively, is recognized as a leader, and continues to demonstrate professional growth.</b>	The district leader is transparent, communicates effectively, is recognized as a leader, and continues to demonstrate professional growth AND monitors the extent to which his or her leadership enhances the functioning of the district.	The district leader is transparent, communicates effectively, is recognized as a leader, and continues to demonstrate professional growth.	The district leader attempts to be transparent, communicate effectively, be recognized as a leader, and continue to demonstrate professional growth, but does not complete the task or is not successful.	The district leader does not attempt to be transparent or communicate effectively. He or she may not be readily recognized as a leader, and continue to demonstrate professional growth.
4.5	<b>The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district.</b>	The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district AND monitors the extent to which decisions enhance the functioning of the district.	The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district.	The district leader attempts to have the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district, but does not complete the task or is rarely successful.	The district leader does not attempt to have the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district.

#### Examples of Evidence for Domain 4:

- Provides evidence of actively listening and learning from constituents
- Successes of individuals, teachers, departments, schools, and the district are celebrated.
- Incremental success is routinely recognized and celebrated
- Personnel report that accomplishments have been adequately acknowledged and celebrated; report that their input is valued and used by the district leader
- Student success is the district's priority (e.g. in budgeting, extra--curricular activities, elective classes, class size, teacher quality)
- Participates in district, community, and/or business events
- Decisions are data/research-based and made in the best interest of each student (e.g. access to courses, extra--curricular, activities, new initiatives)
- Focus group meetings with constituents are routinely scheduled and facilitated

- Models the core values of the district
- Clearly communicates the vision and mission of the district
- Provides written annual growth plan with deliberate practice goals and priorities for the year
- Is recognized as highly visible
- Uses multiple data sources when decision making and when prioritizing decisions that impact district goals
- Communicates in a clear and accurate manner
- Demonstrates the ability to use critical thinking skills to solve problems and identify solutions
- Constantly evaluates decisions for effectiveness, equity, intended and actual outcomes and revises plans as needed
- Can describe leadership strengths and weaknesses and how to address the weaknesses
- Models and expects ethical leadership for self and others
- Personnel report the leader is a recognized leader and demonstrates and support ongoing professional growth for self and others



## DIRECTOR OF LEARNING DOMAIN 5: Grant Management and Resource Allocation Collaborative Support

Desired Effects: Collaborative efforts support the effective management of resources to enhance effective instruction and student growth and achievement.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
5.1	<b>The district leader writes, manages and amends various grants for the district to provide optimal efficiency throughout the district and to support effective instruction and growth of each student.</b>	The district leader proactively communicates with district treasurer and other constituents regarding grant funds and makes distribution decisions that effectively support effective instruction and growth of each student.	The district leader adequately communicates with district treasurer and other constituents regarding grant funds and makes distribution decisions that effectively support effective instruction and growth of each student.	The district leader attempts to manage grant funds and make distribution decisions that effectively support effective instruction and growth of each student but does not complete tasks or is rarely successful.	The district leader does not attempt to manage grant funds and make distribution decisions that effectively support effective instruction and growth of each student.
5.2	<b>The district leader collaborates with and supports the systems processes to recommend the use of fiscal resources and maximizes support for schools, teachers, and each student.</b>	The district leader supports decisions that ensure continued adjustments are made or new strategies are created so all available resources and supports enhance effective instruction and student achievement.	The district leader collaborates with and supports the systems decision processes to manage fiscal resources and maximize support for schools, teachers, and each student.	The district leader attempts to collaborate with and support the systems processes to manage fiscal resources and maximizes support for schools, teachers, and each student, but does not complete the task or is rarely successful.	The district leader does not attempt to collaborate with or support the systems processes to manage fiscal resources and maximizes support for schools, teachers, and each student.
5.3	<b>The district leader advocates for the management of the organization, operations, instructional programs, and initiatives to maximize the use of resources that promote effective instruction and student growth.</b>	The district leader proactively advocates for adjustments to be made or new strategies be created so all management of resources promotes effective instruction and student growth and achievement.	The district leader advocates for the organization, operations, instructional programs, and other initiatives to maximize the use of resources that promote effective instruction, and student growth/achievement AND monitors the extent to which resources enhances effective instruction and student /growth/achievement.	The district leader attempts to advocate for the management, organization, operations, instructional programs, and other initiatives to maximize the use of resources that promote effective instruction and student achievement, but does not complete the task or is rarely successful.	The district leader does not attempt to attempt to advocate for the management, organization, operations, instructional programs, and other initiatives to maximize the use of resources that promote effective instruction and student achievement.

### Examples of Evidence for Domain 5:

- Accesses and leverages a variety of fiscal resources (e.g. grants, local, state, federal funds) for meeting instructional, curricular, and professional development needs.
- Faculty and staff report that they have adequate materials, curricular and professional development to teach effectively
- Adaptations or adjustments are created when data indicate systems processes do not provide maximum support for schools and teachers

## DIRECTOR OF LEARNING Domain 6: Core Professionalism

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. School social workers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Indicator		Does Not Meet Standard	Meets Standard
1	Attendance	Individual demonstrates a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
2	On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3	Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)
4	Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

### DIRECTOR OF LEARNING SUMMARY AND RATING:

The Director of Learning Effectiveness Rubric Guidance Document has been developed to assist the Director of Learning in preparing for evaluation – and evaluators in the director’s evaluation process. The final page of the document describes how to calculate the final score and rating for the Director of Learning.

## North Spencer County School Corporation

### Bylaws & Policies

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#### **3220.01 - TEACHER APPRECIATION GRANTS**

The School Board shall adopt an annual policy concerning the distribution of teacher appreciation grants. This policy shall be submitted to the Indiana Department of Education (IDOE) along with the School Corporation's staff performance evaluation plan online as one (1) document by September 15th of each year.

##### **Definitions:**

For purposes of this policy, the following definitions apply:

The term "teacher" means a professional person whose position with the Corporation requires a license (as defined in I.C. 20-28-1-7) and whose primary responsibility is the instruction of students.

The term "license" refers to a document issued by the IDOE that grants permission to serve as a particular kind of teacher. The term includes any certificate or permit issued by the IDOE.

##### **Distribution of Annual Teacher Appreciation Grants:**

Teacher appreciation grant funds received by the Corporation shall be distributed to licensed teachers who meet the following criteria:

- A. employed in the classroom (including providing instruction in a virtual classroom setting);
- B. rated as Effective or Highly Effective on their most recent performance evaluation; and
- C. employed by the Corporation as of December 1st of the year in which the teacher appreciation grant funds are received by the Corporation.

The Corporation shall distribute the teacher appreciation grant funds it receives as follows:

- A. A cash stipend as determined by the Superintendent shall be distributed to all teachers in the Corporation who are rated as Effective; and
- B. A cash stipend in an amount that is 25% more than the stipend given the teachers rated as Effective shall be distributed to all teachers in the Corporation who are rated as Highly Effective.

If the Corporation is the local educational agency (LEA) or lead school corporation that administers a special education cooperative or joint services program or a career and technical education program, including programs managed under I.C. 20-26-10, 20-35-5, 20-37, or I.C. 36-1-7, then it shall award teacher appreciation grant stipends to and carry out the other responsibilities of an employing school corporation under this section for the teachers in the special

education program or career and technical education program with respect to the teacher appreciation grant funds it receives on behalf of those teachers.

A stipend to an individual teacher in a particular year is not subject to collective bargaining but is discussable and is in addition to the minimum salary or increases in the salary set under I.C. 20-28-9-1.5.

The Corporation shall distribute all stipends from a teacher appreciation grant to individual teachers within twenty (20) business days of the date the IDOE distributes the teacher appreciation grant funds to the Corporation.

This policy shall be reviewed annually by the Board and shall be submitted to the IDOE annually by the Superintendent as indicated above.

I.C. 20-18-2-22

I.C. 20-28-1-7

I.C. 20-43-10-3.5

Adopted 8/14/17

Revised 11/27/17

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